REPORT RESUMES

ED 017 766 AC 000 139

LEADERSHIP TRAINING INSTITUTE FOR PUBLIC SCHOOL ADULT BASIC EDUCATION (FLORIDA STATE UNIVERSITY, TALLAHASSEE, OCTOBER 18-22, 1965). PROCEEDINGS.

BY- HAND, SAM E., ED.
FLORIDA ST. UNIV., TALLAHASSEE, SCH. OF EDUCATION
PUB DATE 65
EDRS PRICE MF-$0.75 HC-$5.40 133P.

DESCRIPTORS- *PUBLIC SCHOOL ADULT EDUCATION, *ADULT BASIC EDUCATION, *ADULT CHARACTERISTICS, *EDUCATIONALLY DISADVANTAGED, *COMMUNITY ACTION, LEADERSHIP TRAINING, MOTIVATION, ILLITERATE ADULTS, EDUCATIONAL NEEDS, INTERAGENCY COOPERATION, PILOT PROJECTS, PROGRAM ADMINISTRATION, RESEARCH NEEDS, EDUCATIONAL LEGISLATION, ECONOMIC OPPORTUNITY ACT, FLORIDA,

A TRAINING INSTITUTE FOR ADULT BASIC EDUCATION LEADERS COVERED CONTENT, PURPOSES, AND OBJECTIVES OF ADULT BASIC EDUCATION, CHARACTERISTICS OF UNDEREDUCATED ADULTS, AND WAYS OF IDENTIFYING, REACHING, AND INVOLVING POTENTIAL STUDENTS. SOCIAL, OCCUPATIONAL, AND CIVIC COMPETENCE, AND INCULCATION OF DESIRABLE HEALTH PRACTICES AND ETHICAL VALUES WERE DISCUSSED BOTH AS GOALS AND AS CRITERIA FOR EVALUATION. EDUCATIONAL, CULTURAL, ECONOMIC, AND ENVIRONMENTAL PROBLEMS AND DEFICIENCIES CONFRONTING UNDEREDUCATED ADULTS, AND GENERAL ADULT CHARACTERISTICS SUCH AS STRONGER MOTIVATION, BROADER LIFE EXPERIENCE, PSYCHOLOGICAL NEEDS AND PHYSICAL LIMITATIONS, AND INCREASED RESPONSIBILITIES, WERE PRESENTED AS CHALLENGES CALLING FOR SPECIAL FACILITIES OR ENVIRONMENTS, MORE FLEXIBLE, IMAGINATIVE TEACHING, AND FREER COMMUNICATION AND PROGRAM COORDINATION AMONG ORGANIZATIONS, ESPECIALLY THOSE UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964. BRAINSTORMING SESSIONS PRODUCED (1) A LIST OF GROUPS, INDIVIDUALS, AND ACTIVITIES TO LOCATE AND CONTACT POTENTIAL STUDENTS, (2) CRITERIA FOR IDENTIFYING UNDEREDUCATED ADULTS, AND (3) APPROACHES AND ACTIVITIES CONDUCIVE TO MEANINGFUL LEARNING. COMMUNITY ACTION STRUCTURES FOR COMBATING POVERTY WITH MAXIMUM PARTICIPATION BY THE POOR WERE DISCUSSED. ADULT EDUCATION NEEDS AND PROPOSED AND EXISTING PROGRAMS IN FLORIDA WERE OUTLINED. (LY)

ED017766

PROCEEDINGS

INSTITUTE FOR TEACHERS AND ADMINISTRATORS IN ADULT BASIC EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

1857

OCTOBER 18-22 1965

FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA

000 139

THE LIBRARY OF
APR 6 1967
CONTINUING EDUCATION

LEADERSHIP TRAINING INSTITUTE
FOR
PUBLIC SCHOOL ADULT BASIC EDUCATION

October 18-22, 1965

A Report of the Proceedings--

Compiled and Edited by

Sam E. Hand

Department of Adult and Continuing Education

School of Education

The Florida State University

Co-Sponsored by

The Florida State Department of Education

and

The School of Education

The Florida State University

FOREWORD

This State-wide Institute for Local Administrators and Trainers of Teachers of under-educated adults was held on the campus of the Florida State University on October 18-22, 1965 as a cooperative endeavor between the Department of Adult and Continuing Education of the Florida State University and the Adult Education Section of the State Department of Education. The Institute had as its major focus the need for developing a fuller understanding of the sociological and psychological characteristics of the under-educated, culturally disadvantaged adult, and the identification of effective methods and materials for working with him in a learning situation.

Local public school leaders in adult education from those counties in the State which had filed plans for adult basic education programs under Title II(B) of the Economic Opportunity Act were invited by the State Department of Education to participate in the Institute. One of the primary objectives was to equip these leaders to return to their respective counties and provide pre-service orientation and in-service training for teachers selected locally to work with under-educated adults in basic education programs.

Unfortunately it was not possible to reproduce each and every part of the Institute program. Some of the discussion sessions and committee reports could not be transcribed from the tape because of their inaudibility or failure of the recording equipment at certain points in the program. The majority of the formal presentations, and panel contributions were clearly recorded, however, and are included in these proceedings. We trust that this compilation will be helpful to teachers and program planners who are engaged in the laudable task of upgrading the educational skills and understandings of our least educated adult citizens.

TABLE OF CONTENTS

Page

FOREWARD ii

I. WHAT IS ADULT BASIC EDUCATION--ITS CONTENT, PURPOSES AND OBJECTIVES?

"What is Adult Basic Education"--Dr. Roy B. Minnis. . . . 1
Summary of Discussion Session". 8
"An Overview of Adult Basic Education in Florida--Mr. James Fling 15
Panel Presentation: The Tasks for Adult Basic Education
  First Panelist--Dr. Charles Smith 24
  Second Panelist--Mrs. Harriett Brooks 32
  Third Panelist--Dr. Charles Wellborn 37
  Fourth Panelist--Mrs. Barbara McCubbin 40
  Fifth Panelist--Dr. Edward Hankin 44
Group Interaction with Panel 46
Summary of Opening Session--Dr. George Aker and Dr. Wayne Schroeder 51

II. UNDERSTANDING THE UNDEREDUCATED ADULT

"Characteristics of the Under-educated Adult as a Learner"--Dr. S. E. Hand 57
Reactor Panel 65
  Dr. Edwin H. Smith
  Dr. Louis H. Meeth
  Dr. Travis Northcutt, Jr.
  Mr. Robert A. Luke
Sub-Group Reports
  Group I- Implications of Adult Basic Learner Characteristics for Teachers and Teaching 69
  Group II- Implications for Administrative Services 69
  Group III- Implications for Facilities 71
  Group IV- Implications for Community Agency Relationships of the Characteristics of the Adult Basic Learner 73
"Adult Basic Education: The Challenge to Public Education"--Mr. Robert A. Luke 74
Summary--Dr. George F. Aker 80

Page

III. THE UNDEREDUCATED ADULT--HOW DO WE IDENTIFY, CONTACT AND INVOLVE HIM IN ADULT BASIC EDUCATION?

Panel: How Community Agencies Can Help 82
  Mr. Thad Godwin
  Mr. Dana Leitch
  Dr. C. G. Blitch
  Mrs. Mamie Daughtry
Brainstorming: How to Identify, Approach and Involve the Undereducated.
  Group I Report 90
  Group II Report 91
  Group III Report 92
  Group IV Report 94
Summary 95
"The Concept of Community Action: Its Implications for Adult Basic Education"--Dr. Harry A. Green 98

IV. RESEARCH AND PILOT PROJECTS

"Research and Pilot Projects"-Dr. Curtis Ulmer 112

V. LEADERSHIP TRAINING INSTITUTE PROGRAM 119

VI. ROSTER OF INSTITUTE PARTICIPANTS 124

WHAT IS ADULT BASIC EDUCATION

Dr. Roy B. Minnis
Chief, Adult Basic Education Section
United States Office of Education

Perhaps the easiest way to attack the topic "What is Adult Basic Education" would be to quote the law, the Federal rules and regulations which have the force of law, and the "Interim Guide to the Development of State Plans." Such an approach would be safe, but it would be sterile and would not help a teacher or administrator to obtain a feeling for the program he is charged to conduct.

Teaching and administering a program at the local level are the exciting parts of the operation. At the local level direct contact with the under-educated takes place; it is the only place where one can see day-to-day change and progress.

At the State or Federal level, on the other hand, we can get only the success and failure pictures, we can learn from both -- as well as the case histories and the innovative practices which you develop and report to us. Mr. Fling, his staff members, faculty members at FSU and other institutions, may I tell you that those of us working in Washington need such data? Please send it to us as it becomes available.

Let me specify the topic to make it meaningful to the conference participants. What should happen in a local program of Adult Basic Education? If the program has been designed correctly, a person completing a program of adult basic education in Florida should be able to utilize the skills of reading, writing, speaking, and computation with enough expertise to:

(a) Use these skills to hold down a job at the entry level of present-day occupations; e.g., he should be able to read and answer in written and verbal form, want ads and job applications--keep time cards, figure hours and weekly or daily pay, read manuals of instruction written at the level-for-entry occupations; communicate in written form with the supervisor; understand, read and compute simple benefits under workman's compensation, health services, job security, regulations, work standards, etc.;

(b) Use the basic education skills for occupational training; not for all occupations necessarily, but those for which elementary school training has provided a satisfactory level of general education skills. I do not refer to the union rules, the apprenticeship regulations, nor to an artificial level which is sometimes imposed;

(c) Use the basic education skills successfully to begin and complete secondary educational programs specifically designed for an adult population;

(d) Use and appreciate the values of the basic educational skills to understand and stimulate the worth, need and gratification of education for his own children, his grandchildren and his neighbor's children, even to helping them with school assignments and learning additional content in the process;

(e) Use the basic educational skills in understanding and interpreting concepts in newspapers and magazines about life and actions in the local community, the State, the Nation and the World, and thus become able to make more intelligent decisions as voter and community citizen;

(f) Use the basic skills to take advantage of the social, economic, health and legal benefits and services due him as an adult citizen, those which are naturally understood, accepted, and utilized by those with moderate income and the affulent.

Such objectives may sound pious and ephemeral; let me assure you, they are not. Let me share with you a number of specifics which will help to define the term "adult basic education."

1. I'm convinced that elementary level education for adults is neither done the same way nor utilizes the same content as elementary level education for children; it differs also from adult basic education for school dropouts who are young.

2. I'm convinced, at this time, that a "level" approach

which integrates the various subject matter content is far superior to the "subject-matter" course approach for adults.

3. I'm convinced that adult basic education is not "just reading and certainly not just learning to read" for reading's sake.

4. I'm convinced that the place to begin an adult basic education program is at the attainment level of the individual adult. Ascertain his basic skills, that which interests him, and find out his needs. And as rapport and success are established, lead him to broader vistas of subject matter content and understanding. The beginning attainment level content is the highest motivation area for the adult student; beginning level content should not be that of the teacher. Such a philosophy tends to lead away from the sterotyped and fixed systems of learning which many are now trying to develop.

5. I'm convinced the subject matter for adult basic education is not the discipline approach of history for instance, sequential mathematics, literature or language arts, psychology and/or physical science. Such approaches are too abstract; they are not real to persons who do not yet understand or accept the concept of "deferred satisfaction" from education. Topical content such as the buying of the necessities of life and obtaining acceptable quality at the best price--the suitable use of credit--how to work with one's children's teachers--understanding teen-age children--how to collect Workman's Compensation--how to rent or buy a house--how to get and keep a job--how to cook economically for a large family and how to have balanced meals; all these are examples of content which can be used to teach reading, writing and computational skills.

6. I'm convinced that we, as adult educators, must find ways of assuring that each adult can progress educationally at the most rapid rate of which he is capable, and that we must not underestimate that rate.

7. I'm convinced that no ideal course or curriculum has yet been developed, or ever will be developed. But, we as administrators, supervisors, teachers, publishers and university staff members must develop as creative and as innovative approaches as possible in attempting to satisfy each individual and each group.

But let us return to our original topic: "What should happen in the local program?" You'll remember that I said that *elementary-level* adult education is not the total answer at the local level. Too often people who are participating in elementary-level adult education become victims of "deferred gratification," or "sometime when" - a common local disease.

Although "sometime when" can be found at higher than the community level, in reality we have few problems at the Federal and State levels. People in the field must bear the brunt of working through local level problems.

To accomplish bringing 20 million adults to a competent level of sixth-grade literacy, no educational system whatever, no adult educator alone can do it. This fact has become very clear in past months. What has also become very clear in past months, indeed since the beginning of the Federal funded adult basic education, is the fact that we must work together, we must mesh all our efforts, labor together, not attempt to build empires, not to secure "funds for funds' sake," but to establish a continuing community cooperative relationship between all levels of government and non-government forces. To obtain this "continuing community cooperative relationship," we must develop a continuing dialogue between the members in the community family.

Community power structures being what they are, community power structure members tend to disdain educators; and thus it becomes a matter of *local level* education. Working carefully with people, working deliberately with your acquaintances and your friends among these power structure people, *you* can get the job done.

How is the job done?

Through a "community action" program which takes into consideration all the forces in the community, all the aspects of community endeavor. These forces include your social welfare people. For example, from your public assistance staff members administering Title V, from the people in the Office of Economic Opportunity, from your local officers in the system of State and local welfare, you can have referred large numbers of illiterates. Your social welfare people and public assistance people can really do a location and identification job for you.

Your volunteer workers in the many programs are ready to help. Contact the Vista people, the volunteer workers in present and future Project Headstart programs; all such volunteers can help.

There are helpers too, in the migrant programs, in your vocational education schools, among guidance counselors, the teachers and supervisors, and your MDTA supervisors and staff members. They'll know how to assist in the illiteracy identification problem, and how to recruit them into the Adult Basic Education Program.

Identifying the illiterate student is not enough, however; there are other local community problems. How many of these illiterates will have problems of health? How many have auditory and visual problems that have contributed toward their illiteracy, and which require correction for effective participation in a literacy training program? All such things require the highest cooperative effort on the part of the local people.

In other problem areas, we should not overlook the relationships which exist between the adult education people, and their counterparts in the elementary and secondary schools. All working together can lick most of the adult basic education problems.

Don't forget the Elementary and Secondary people provide services. Under Title III, Supplemental Educational Centers may be established and Title V funds can be used to improve and strengthen State departments of education. Should not adult education be one of those areas strengthened?

Adult educators must extend their cooperative relationships with their friends in the libraries, about which has been incorporated within the Title I Community Services portion of the Higher Education Act of 1965 now in the President's hands for signing. This act also includes funds for research into various library and adult education-library problem areas.

All these things are a beginning, just a beginning. But let's review what they're a beginning for. This beginning must lead to:

1. Training, recruitment, and provision for full-time supervisors and administrators in all phases of the adult basic education program as well as for other adult programs.

2. Training, selection and other personnel activities for full-time teachers of adult basic education and from other areas of adult education.

3. Secondary school training and education of adults represents a new dimension.

4. A fourth aspect of this beginning can be found in the establishment and conduct of Special Teacher Training Institutes.

5. A fifth and important aspect of this big beginning is the increased funding now available to all of you through your Federal government and your State office. These monies will mean much at all levels, but particularly where the teaching is done, the local, community level, where the students are.

6. A sixth and final aspect of this good beginning is the recruitment of volunteers, student teachers, supervisors,

etc. Recruitment, location and hiring of trained people are all big problems, but not unsurmountable problems.

Ladies and gentlemen, you have made a beginning, a beginning of a job which Mr. Francis Keppel, your U. S. Commissioner of Education, and Assistant Secretary of the U. S. Department of Health, Education, and Welfare calls the "single largest area of education for the future."

Ladies and gentlemen, this is a challenge, your challenge.

Ladies and gentlemen, I challenge you to start a discourse here and now, today, which will help to solve the problems of adult basic education everywhere.

Thank you.

SUMMARY OF DISCUSSION SESSION FOLLOWING DR. MINNIS' PRESENTATION

Q. How much Title II B money is available and how soon will it be before the money is turned over to the community?

A. Minnis: Fiscal year '66 funds, voted last July 1, have not been approved by Congress yet. The House Appropriation Committee held hearings, then submitted the appropriation to the full committee, later submitted it to the full House- which passed it. Hearings were held before the Senate Appropriations Committee on Thursday of last week for all of the EOA Titles, and they were approved. We expect by Tuesday of this week the House and the Senate will both have passed the appropriation bill. The State Departments of Education will be notified as to the exact amount available for the rest of the fiscal year. I would not be completely fair unless I stated that it is possible to draw some Fiscal Year '66 funds even before Congress passes the appropriation bill. Congress makes this possible on what we call a Continuing Resolution. To date Florida has not actually had expenditures at that level.

Q. Our Junior College which has had approximately $46,000 approved has a letter from the State Department of Education saying that $12,000 is ready. This is all the money that has been made available. We're in a difficult position to plan programs or hire people. When will we be able to get the approved funds?

A. Fling: Let me say this about the way you get the money: we approve a project for $46,000 and since we haven't been able to get an official notice from Washington to tell us how much money we could draw on for Fiscal '66 until the appropriation was passed, we had to allocate the funds on the basis of about 25% of the total amount in the approved project. Now these funds that we allocated to your county are available. But in order to draw the funds, the county must submit reports and requests to our office for re-imbursement of the monies that you have spent in the program up to the $12,000.

A. Minnis: I might say F-1-66 funds are at the $30-million level for the United States. They amounted to only $19-million last year, so we have had a considerable increase. State difficulties in getting state plans approved, and getting them in operation, resulted in the use of only $4 million; so a $14-million carry-over remains. So far we have been operating at a level of about $43-to 44-million for this fiscal year.

Q. Will Title IIB monies continue on a 90% Federal--10% state or local basis?

A. Minnis: The original law read that for the third year of operation, the ratio would be 50-50. The ratio is now 90-10 on the Federal level, and the state is matching everything at the state level. The ammendment to the act now passed and signed continues 90-10 for the third year. The law is a 3-year law-- Those of you who are political scientists or students know that it would be unusual if the funds weren't continued until the job was done. The job will not be completed next year.

I might add one other thing: as of December 1, we will communicate with the state agencies in order to reallocate unused funds from other states. Actual reallocation of the money begins about January 1.

Q. Hand: You mean a reallocation of those funds which certain states have not committed to their local districts?

A. Minnis: That is correct. But most of those states that have not committed their fiscal '65 or '66 funds are the states that have very little to get anyway. However, these funds are reallocated to those states which have the leadership and the capacity to do a job; it should be recognized that not too much money is involved. So it seems best to begin requests for Title V, Title IIA, for the jobs that need to be done.

Hand: Do any of you have questions now relating to the Topic of the Day--"What is Adult Basic Education," that you would like to raise with Dr. Minnis. I know his presentation was conclusive in this regard--but do you have any questions you would like to raise?

Q. My question is this: We can educate these people all we want to, yet if our ultimate result is that we have educated people applying for a welfare check, we have accomplished nothing. What is the thinking at the federal level on the possibility of furnishing grade-level certificates to the graduates of the adult basic education courses? As you know, employers ask: Did you finish high school? Did you finish grammar school? What grade of school did you complete? If we could obtain or design grade-level equivalency tests, then we'll have specific objectives to aspire to.

A. Minnis: Even though I continue to stress educational outcomes in specifics, even a housewife and mother has a job to do, which has an economic base as well as a socio-cultural citizenship base; it's important to think about these factors as components of adult basic education. Secondly, technological change is invalidating some of these educational expectations. The fact that employers have said, "I need a person with a high-school education," may be accurate for some occupations. But jobs are being split up, functions are being changed, and some of these functions can be performed by persons educated to quite different levels than we've conceived of in the past. I think carpentry is a good example: carpentry is becoming so specialized that the person does not have to do the whole house-building job, he does only one small part of it; the rest of the house is prefabricated off-site. And the apprenticeship union agreement in which no applicant who has less than a high-school education will be accepted needs to be changed. Pressure must be brought to bear so that the educational component is realistic to the needs of the particular position, to the particular functions that must be performed. On the other hand, we need to build educational programs that are specific to this kind of population that we're serving.

Are we moving in that direction? Yes. We must move together and I am convinced there will be federal funds available to stimulate the development of such programs.

Q. In training adult basic illiterates, we are told that they need a certain amount of basic education, and we are told that basic education on a full-time basis is too much, that we are going to over-saturate adults if they sit in a schoolroom all day; but what can you do as an alternative? These people are not employable in their present state. We must get them up to the point were they can be trained, or become employable. Is it unrealistic to give them a few months of basic education on a full-time basis, or what is the alternative?

A. Minnis: If we are talking about 8 hours, or even 6 hours a day of basic education for a lot of these people, such a schedule would defeat the purpose of the education or would fail to fulfill the objective of both welfare and education. The best thing that I see is a work-experience program during the same day that they are participating in an education program, and to relate the educational program as closely as possible to that work-experience. Now, where there is full employment, such a program is difficult to achieve. The work-experience must fit into the employer's system. Now what is the ideal? Whether it is to be three hours or four hours of one, and two of the other is difficult to resolve. The Federal Government has been studying the problem of work-experience: What work do you give these people who are so educationally, culturally, emotionally deprived? What can they do until they can handle a certain amount of reading and writing?

I don't think one comes before the other; I think they come together more than anything else.

Hand: There is no good answer as to whether these programs should be full-time or part-time; it depends on a number of factors. But if we were to try to give a general answer, it would be that formal instruction should be part-time and related work should be a daily experience also. The degree to which one or the other is suitable is determined by the peculiarities of the situation in the local community. I think that if we take these educationally, culturally and emotionally deprived people to which you refer and put them into a formal school situation eight hours a day, the experience, psychologically, would be devastating to them. In general, therefore, a more ideal arrangement, in my judgment, would be part-time school and part-time work.

Q. What are we going to do about the lack of suitable instructional materials?

A. Hand: For the first time in the twenty years we have been struggling with this task, it appears that publishers are falling all over themselves to give us good materials. Why? Because there are some dollar marks on the horizon. Publishers are now ready to get into this business; they are now lining up subject matter specialists, and curriculum specialists to start producing materials. Within a few years we'll have the good materials we need. But we don't have them *now*. This makes it even more urgent for us to get our *teachers* prepared in the concept, philosophy and methodology of adult basic education.

Dr. Smith: I would like to enlarge upon your comments Dr. Hand. Jewel Varnado and I have recently written three basic workbooks that are with a publishing house, and will be published some time this next Spring. My point is: *the publishers came to us*. We wrote them a letter, and told them we were interested in writing and wanted to know if they were interested. They replied, asking what materials were needed for adult basic education. They even asked what did we think would be marketable. I have many letters from publishers asking what is the market; this is how little they know about it. There is a terribly great shortage of experienced people in adult education. We here in Florida stand head-and-shoulders above most of the people this country. When publishers say they want to enter into this field, they're also saying we need people who can turn out the quality of materials that they know are going to reach the adults.

Now, in examining new materials on the market, we have not found anything that is really usable for adult students below the fifth-grade level. There just aren't many experienced teachers who are also writing textbooks at this adult basic education level. So I am putting forth a plea that perhaps we can show creative leadership here in the State of Florida and get a program started to utilize our own teachers and our own administrators to develop this kind of thing.

AN OVERVIEW OF ADULT BASIC EDUCATION IN FLORIDA

Mr. James H. Fling
Florida State Supervisor of
Adult Education

Talking about basic education reminds me of a story of the boy walking down the street one summer morning with a load of books under his arm. He met two of his friends with their baseball gloves, a bat and ball, headed for the ball park. The two boys said, "Come on and play baseball with us." The boy replied that he couldn't. He explained that he was on his way to school. The boys said, "Are you going to school in the summer time, during vacation? What are you taking?" The boy replied, "I'm taking the three R's." The boys asked, "What are the three R's?" The boy replied, "Remedial reading, remedial writing, and remedial arithmetic."

The people that we're attempting to involve in the adult basic education program are both those who need the remedial three R's as well as those who have little or no schooling.

I might give a short history of adult education in Florida. Actually, the earliest adult education that we have any record of started after the Civil War when there was a need to set up classes for the people who had been freed as a result of the North winning the war. These people had depended upon white owners for their instructions and their help, and as a result they needed help. The plantation owners set up schools which were taught by members of the plantation family. There were day and night schools, and Sabbath schools established with the aid of ministers. There were a total of thirty night schools, thirty-five day schools, and about sixty to one hundred Sabbath schools. These schools continued until about 1868. In the great depression of

1929 and subsequent periods, federal relief grants helped to establish various WPA projects in adult education in Florida. These were created as a means of providing employment for teachers and to offer opportunities for further education to unemployed adults. Incidentally, there was a Florida Adult Reader, written under an approved project financed with federal funds during this period. Then there was the World War II GI Bill in 1946 and the Korean GI Bill in 1953. At this time we had a group of lay people who had the philosophy that adult education was needed in Florida and should be State supported. I think the Citizens' Report follows pretty closely some of the language of the federal laws today. If you will bear with me, I would like to read a little from this Citizens' Report of 1947.

"Of the adults in Florida, over 17 years of age, 45,748 have never attended school at all. Another 178,815 have not completed the fourth grade. One-third of the adult population of the State has not completed the sixth grade. The average citizen of Florida has not completed the eighth grade in formal education. In some counties the average is not much beyond the fifth grade. It is obvious when one-third of the adults in the state are lacking in proper education and training, that any well rounded program of education must provide educational opportunities for this group.

"In order to initiate a program which will reach the illiterates of the State, local schools throughout the State should be encouraged to set up adequate educational programs for the illiterates of the communities where these schools are located. As a means of encouraging local units to engage in this type of educational activity, 'eacher units should be computed for classes which are organized and funds provided as a part of the foundation program. An immediate need is to get the program started so as to provide its worth and benefits. Many of Florida's citizens who are able to read and to write and who are considered as being literate still are deficient in the necessary tools of communication such as reading, speaking, writing and arithmetic. A great number of these individuals with a little encouragement would be glad to have the opportunity to study under direction and to improve themselves with regard to their basic learnings. Local school centers should be encouraged to plan for and carry into effect class experiences in the school and "follow up" experiences in the home which will enable the citizens limited in education to help themselves expand in areas of understanding." This parallels pretty much some of the language of the federal laws that we're operating under today.

This brings us to the Economic Opportunity Act of 1964, and its provisions for the support of adult basic education with additional federal funds. Specifically, we have been working with funds provided to the states under Title II-B of the Act.

However, there are other titles in which funds are available for adult basic education. All county projects approved so far have been for funds under Title II-B. The purposes for which the Title II-B funds are to be used are to provide for the initiation and extension of programs of instruction in adult basic education to individuals who have attained eighteen and whose lack of such education constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, to meet their adult responsibilities as parents and citizens, and to function as independent members of the community. I would like to stress the point that the funds are for the initiation and extension of programs of instruction in adult basic education. Where counties have been and are presently conducting literacy and elementary education programs for adults under Minimum Foundation Program units and have Title II-B funds, the two methods of financing should not cause you to consider that you are operating two programs of adult basic education. Although using two sources of funds you should operate as a total county adult basic education program. We now have the Elementary and Secondary Act and the Vocational Act of 1963 in which funds are available for certain services in adult basic education. Some of you are familiar with these two acts. We will make every effort to give you additional information on these two specific acts as we can.

There is a great need for adult basic education programs throughout Florida when you consider that we have over 750,000 adults eighteen years of age and older in our state who have less than an eighth grade education. Many of you have been attempting for many years to reach these people and involve them in educational programs. However, I am sure that you feel you have only been able to scratch the surface. Last year the counties enrolled approximately 17,400 adults in literacy and elementary education programs. The "Operation Alphabet" television program of 100 half-hour lessons, initiated several years ago on a voluntary basis, reached about 9,000 persons. As you can see, despite our state financing and the television program, we have still fallen far short of providing for the educational needs of our under-educated adult population. Many of these people, once they have completed at least the eighth grade, would be able to continue their education toward high school graduation, or toward a vocational objective. There is a need for more trained teachers, administrators, and guidance counselors to work in adult basic education. There is a need for better instructional materials for use with adults. We need to continue to strive for new and better ways to teach adults.

With funds provided through Title II-B we are attempting to provide more consultantive assistance to counties in their adult basic education programs. Our staff is stretched real thin at the present time. However, we hope to add several more members for this program: one consultant in reading, and one or two in basic education. We are striving to provide assistance to the counties in appropriating funds for adult basic education projects. We are making every effort to provide Title II-B funds to counties (within the amount available) to increase their staff and to administer and supervise their programs; to purchase instructional and some administrative equipment, to pay teacher salaries, to purchase student instructional materials, and to assist in the development of pilot projects that have value to the local, state and national programs.

We have been working with State agencies such as the Department of Public Welfare, and the State Board of Health. Mr. Thad Godwin and members of the Department of Welfare and the State Board of Health have been extremely cooperative. With the help of these two State agencies, we should be able to do much more than by doing it alone.

We are fortunate in having the assistance of an outstanding professional staff in adult education at Florida State University:

Dr. George Aker, Professor of Adult Education; Dr. Sam Hand, Director of Training and Studies in Adult Basic Education; Dr. George Mason, Head of the Department of Elementary Education, Dr. Wayne Schroeder, Professor of Adult Education, and Dr. Erwin Smith, Director of the Reading Clinic. We also have a number of graduate assistants available to assist us with this program. As a result we are able to draw upon their services for our State adult basic education program. Plans are now underway to accomplish the following: 1) A newsletter to be published and distributed periodically for students in the adult basic education program. The first issue should be available to you before the institute is over. 2) A teacher training program designed to furnish an adequate supply of trained personnel through State-wide workshops and institutes on-campus, as well as multiple county and individual county workshops. This is our first on-campus institute. 3) Packaged literacy programs of different types and directed toward specific needs. This is a project that the members of the FSU staff are working on. Included in the package will be curriculum guides, annotated bibliographies and other instructional aids. An annotated bibliography of instructional literacy materials for adult basic education has already been prepared, under the direction of Dr. Smith, and mailed to the counties.

As of this date, we have approved projects for Title II-B funds for 19 counties. Approximately six more county projects are being prepared. One project has been approved in which Title II-B funds are being utilized for providing adult basic education services for approximately 450 welfare recipients, people who are drawing aid to dependent children. Actually, only 300 people were to be in the program, but latest figures show there are 450 people now involved.

Approximately 3 other similar projects are being planned in cooperation with the Department of Public Welfare under Title V of the Act. It is hoped that Title V funds will be provided for these additional projects.

What more should we do on the State level? We in the State office know that there should be more assistance provided to local programs in the areas of curriculum, instructional materials and instructional equipment.

We feel that our staff should be available at all times to provide consultative services in the organization and operation of your programs. We hope this institute will help to bridge the gap.

There is a need for our staff to work with State and Federal agencies in the development of educational programs for migrants and seasonal workers. We have been in contact with several organizations that are working with migrants. We are hopeful that Title III-B funds may be obtained for providing the basic education program for migrants. There is one project in Florida right now in which there are 101 VISTA volunteers working. These are the people who gave tremendous help to our local adult educators.

We need to notify the counties as to the kinds of information that should be recorded and maintained for each student. We are working on this. We are in the process of developing a suggested list of items for your use in obtaining information about your students. I am sure most of you are keeping records on each student that you have enrolled. The only problem we are confronted with right now is that we know that the U. S. Office of Education is going to ask us for information about students, about progress, about achievement, about age levels, but the Federal people still haven't sent us any guidelines; so we're going to develop our own.

How about the county level? Are you trying to involve the maximum number of impoverished with greatest education deficiencies? Are they being identified and served? Are you involving the poor and implementing programs of instruction? We ask these questions now because we reviewed a number of county projects, and found them to be weak.

Are you concentrating on the adults with the lowest income? Are you working with your community action program, and work experience program? How about coordination with other agencies which have direct concern with the poor? We're concerned that the instructional program be of the highest quality. We're concerned that the operational costs be minimized. We prefer that the maximum amount of funds be allocated to instruction, teachers' salaries, instructional materials and the like.

Do you feel that your program is meeting your goals in a minimum period of time in a flexible and imaginative manner? Is your program endeavoring to reach the poor, such as chronically unemployed migrant workers, school "drop-outs" and welfare assistance cases? Are you working with VISTA? Are you involving the college work-study personnel? If so, are you using them in appropriate positions commensurate with their abilities?

What do we see ahead? I was talking with John Forrest of the U. S. Office of Education, Atlanta Regional Office, and he stated there are four states in the southeast, Kentucky, Tennessee, North Carolina and Florida which are moving ahead in the adult basic education program. There are only two states under the Atlanta Regional Office that have initiated programs--Tennessee, and Florida. I believe we will be able to obtain some additional Title II B funds in the reallocation around the first of the calendar year; however, not as much as we had hoped for in the Florida program. I see the possibility of some additional funds under Titles III B and V of the Economic Opportunity Act. If additional funds are available, it will not be possible to carry them over after June 30, 1966. Therefore, whatever additional funds are made available to the State and requested by the counties, should be based on careful planning so that they will be utilized by June 30, 1966.

We have a real opportunity for a State-wide attack on illiteracy in Florida with the federal funds which have been made available for supplementing and improving our on-going program, and for initiating new programs. We have our Minimum Foundation program; the two can be made to work very closely together. We of the State Office will do everything in our power to provide the assistance that you need in the counties; and with the help of Florida State University we feel that we will be able to attack this program in a significant way.

PANEL PRESENTATIONS ON THE TOPIC, "THE TASKS FOR ADULT BASIC EDUCATION"

First: A Sociologist --- Dr. Charles Smith, Ph.D.
Professor of Sociology
Florida A & M University

Ladies and gentlemen, Mr. Moderator: It is very good to be here. I assume that all of you are here in some capacity as being professional in the area of adult education. I'm regarded sometimes as a professional too; my friends accuse me of being a professional Negro, as I seem to do this better than most people, certainly better than many people here can do it I suppose. In Miami Beach, at the Adult Education Association some two years ago, I began thinking about adult education and what it is. But trying to find out exactly what adult education is, is much like my trying to explain to a student who came to the office last year and wanted to know in five minutes what Sociology was; and I told him that I teach Sociology for a whole trimester to students and at the end of the trimester I give them a test, and they still don't seem to know; so I don't know whether I should be able to do any justice to adult education in 10 minutes. Recently I have been reading some articles and monographs on adult education and I was struck by the fact that many of the people who are active in the field recognize that the concepts seem to be somewhat vague. Several of these were concerned with the question of defining adult education, trying to point to several goals, trying to delimit the field. Frankly, I seem to detect a slight note of defensiveness in these writings; I feel that these people feel a little sensitive because they have to speak this way, and that the public, though it is able to use the expression "adult education," doesn't really know what adult education is either. I had the same problem a few years ago trying to explain to six-year olds what a Ph.D. was. They say, "Are you a doctor?" I say, "Well, (you know I am always leary of this question) yes." "Well, what kind of doctor are you?" I say, "I'm a Ph.D." And one little girl said, "Well, what is that, pretending how to doc?" So this is the sort of dilemma that I'm in; however, I feel that there is a place for this thing called adult education, assuming, of course, that we can identify what we mean by "adults." I presume that adult education is for those people who normally would have been regarded as having completed their formal education, and who decide now that it might be a good thing if they continued this educational process. I immediately thought of a very wonderful example of the confusion that resides in my mind--(not in yours, I'm sure)-- about adult education and how it functions. My prime example right here in Florida is the rise and fall of FICUS. It seems to me that this is a classic illustration. I don't attempt to criticize anyone. I am saying that there was a lack of agreement about many things: lack of agreement or confusion about the conceptualization of FICUS; there was confusion or lack of agreement about how it should be organized internally; a lack of agreement as to how it should be related in position and location with reference to the other education institutions; a lack of agreement as to the way it should be financed and how these finances should be dispersed; a lack of agreement about the staff and whether or not it should have a campus of its own; and finally, it seems that there was lack of agreement about its functions in terms of its long-range and immediate goals. So I suppose that we might say its demise would be predictable; not because the people in the institute didn't understand what they wanted to do, but that they were unable to communicate their role sufficiently well and with enough justification, so confusion arose. It seemed that when they acquired a little campus, or at least a little headquarters in St. Petersburg, that its acquisition was the straw that broke the camel's back.

I think there are certain things that are present in our society at the moment which make it necessary for us to certainly continue all efforts in the direction of continuing education. I know that many universities now have buildings; they are not called adult education centers, but continuing education centers. I suppose this is a good nomenclature for them. But one thing we must try to get across to the adult population is that there is an increased need for "role flexibility." That is, the traditional roles no longer endure as long as they used to. We are faced with various kinds of social trends, various developments and technology in the general social arena. Somehow we've got to be able to provide the kind of education, insight and perceptiveness in the adult population which will make it possible for them to make necessary adjustments in role--in role and status, too, for that matter. It would seem that, unless this orientation takes place, many people are going to become "drags" on the employment market, and the intellectual market as well. I think we recognize in these times that there must be continuing education in order to provide vocational adaptability, i.e., to keep people prepared to make switches in jobs, substantial switches which may result in different careers. This, too, is a kind of "role flexibility." Yet this whole area of technology calls for long-term planning, planning and training for jobs that may not be "automated out," planning in terms of trying to recognize that the job he has may be modified in 5 years, in 10 years, and so on. We need adult education, it seems to me, because the population, in general, or the members of society need to know what social forces exist around them, what trends are taking place, and if we can possibly examine some of these trends.

Let's look briefly at some of the things that some experts have outlined as the major social trends in America in these times: continued population increase, increased urbanization, great industrialization, increased population mobility, increased rapidity and facility of transportation, increased Civil Rights for minorities, increased secondary association and contact, increased specialization, greater emphasis on formal education, continuing suburbanization, increase in secularization, decline in agricultural participation, rising standards of living, increased life expectancy, increased emphasis on scientific technologies, increased strains and tensions, weakening of traditional controls over human conduct, increased diversity in roles and choices, and improved medical care and health for all. We can see it is important that people living as adults in our society recognize that these trends are present. A trend is very difficult to reverse; and we certainly must be able to assess these trends in terms of what the consequences will be. If we have urbanization, we are going to continue to live in bigger and bigger cities and what kinds of problems are we going to have with the "inner city," the ghetto or the slums? (The people in Washington now speak of the "inner city.")

Now what kinds of problems will proliferate because of these trends and what they will bring with them?

I think we need to have a continuing basic and liberal education, not so much to get jobs, but so that the individual will have a good self-image of himself, or come to a self-fulfillment, a self-realization, so that he is communicative with the arts, he is communicative with the various areas of the so-called refined patterns of behavior and interest.

I think that adult or continuing education is important for good mental health. I have a good deal of difficulty myself now, because the discipline of sociology is being taken over by the mathematicians; I now have on my desk a book called "Game Theory in Social Relations," and I've got to learn all about how to apply the rules of the game and probability and rolling dice. I need to learn how to develop some kind of mathematical models about how people will react to one another, and we must continue to go to school to learn these new things. My mental health is in jeopardy because I go to a professional meeting or I look in a professional journal and I'm not equipped sometimes to understand all the mathematical models that they're using.

I think that we need adult education because of the rapid pace in the accumulation of knowledge. It's been said that the amount of knowledge has doubled in the United States--in the World, for that matter--since World War II; and will double again in ten years! So, by 1970, we will have twice as much knowledge.

And whatever you know now will be half what you need to know ten years from now. This sort of obsolescence in the knowledge repository will call for an increased demand for just factual information; this fact also poses the problem of increased literacy. Not only must people be able to read and communicate well, but they must be able to read more rapidly. There are so many more things to be aware of.

I think we need adult education so that the members of society will be able to make critical appraisals of things. In a democracy, it seems to me, the capacity for critical appraisal is a vital function for the general population. People should be able to hear politicians speak and to make some kind of judicious decision about what they mean or what their real intents are; to read a document and be able to decide whether it is valid or invalid. It seems to me that, in a democracy, education is perhaps the most important function, because authority rests in the people. If we had a monarchy, or an authoritarian system education might not be so important; but where we believe that every man is capable of making a good judgment, at least a judicious decision, then it certainly seems imperative that we provide a kind of training in the critical appraisal of facts, opinions, assertions and research.

I think also we need to continue the education of adults for many sub-groupings in our society because many of our young people are growing up in families where there has never been a great emphasis on formal education. We speak of these children as being "socially disadvantaged." They come from environments, family environments and community environments, where the emphasis has been on manual dexterity and physical achievement rather than on those skills that are necessary for survival and success in the school. It seems to me that through the adult population, through the parents, we can continue to maintain the children's interest in education and continuing education. In the long run, their interest will be reflected as a generalized attitude that will be evident in the generations coming along.

I think we need to have adult education in order to preserve the motivations that we need, the desires to achieve. I think we need, in the economic arena alone, to get across to employees and employers, that if we are to realize this thing we call the American dream, employers must be educated to the point where they will motivate their employees by providing incentives, either increases to a higher position so that they can move up the social-economic ladder, or improving their self-images and abilities to provide the essentials for their families.

I think finally that we need adult education in attitude formation and re-formation. David Riesman wrote a book called "The Lonely Crowd" in which he talked about the fact that we had gone through some kind of social character evolution in America, from an earlier phase of "tradition orientation," where all of our decisions were made on the basis of what "used to be." Too many segments of our society seemed to still make their judgments and decisions in terms of "how it was before the War," the Civil War, that is; that we wanted to preserve our traditions and the things that we had at that time. I think that we can no longer continue to revere the old -- because it is old -- and the new, because it is new. We have to face certain facts. For persons who tend to be "tradition oriented," contemporary events and facts do not appear to fit their frame of reference. So here is another function of education, it seems to me, for the adult. I think that we have to work on this problem.

I have proposed that we seek deliberately -- not accidentally -- but deliberately and systematically, to teach people correct attitudes about things. Now this may sound like indoctrination. I feel that what we should do is to put a point of view before students, this set of facts and that set of facts, and let them weigh these facts in their intellectual scales and make their own decisions. Sometimes it doesn't work, of course. But I think, that if we teach a course in Americanism vs. Communism -- and I frankly don't think that Communism ever wins -- that it never comes out on top with the students. Now if we are able to teach correct etiquette and hospitality, why can't we teach what kinds of attitudes are appropriate for our society; e.g., this is our way of life and these are the values that we believe in. We believe in democracy, and we've got to do those educational tasks that will result in the fulfillment of these conceptions.

Second: A Health Worker--- Mrs. Harriett Brooks
Nursing Supervisor
Leon County

Health is such an old, old subject, and we in the health field have become so stereotyped in our health instruction, we may need to listen to what the population will tell us. Now, when I say "health educators or health workers," I'm speaking of all the disciplines of health. I'm not just speaking from my role as a nurse. The welfare worker talks about the client. The medical field talks about the patient, and educators speak of the student. But when we get right down to the real substance, we're all talking about the same person; and perhaps the greatest task that we're facing, as far as health is concerned, or perhaps any of the other areas are concerned, is some motivation toward action. We have become stereotyped in our teaching. Many times the nurses or the health educators go into the field and say to their field persons, "This is what you need." The field people have learned to give back to us the proper words; and they say: "Yes Ma'am, yes Ma'am," and no action takes place. So perhaps basic education, as viewed from a health worker's standpoint, should be aimed at teaching these people to think just a little for themselves, so that they can say back to us, "what I really want to know about is this." We do try to listen. We do try to evaluate the situations, but we're not always 100% correct.

Perhaps the second greatest task that we face in these times is to determine the real health needs of our present-day society, and to serve those health needs. We are still prone to think so many times of the things "that used to be." We criticize the people we work with because of their culture and because of their social standards. So many times we have waited, we have not helped them when they had told us what their needs were; we just didn't listen. This is not true in the health field alone; it is true also in education. We expect people to live up to certain standards; we tell them this in so many words. Educators give an assignment, and then don't give their students time to think, or to be very creative. We people in the health field do the same thing. Now, because of our varying cultures, I am not sure that we are always right in these dictates. We like to think that we are. We like to think that we give good guidance. But frequently the advice or dictates fall upon deaf ears. And when they do, certainly the person will not follow through. We need to find some means of motivation toward action. In this day and time there is no reason why any mother in our society should not have adequate medical care and a hospital delivery. Realistically, however, this is not true. In our own county, here in Leon, we are faced with a real problem; how to deliver a baby for this particular group of people; how are these people to get pre-natal supervision during their nine-months pregnancy? Health workers and doctors say to them, "You need to plan your money... you know you have this expense coming...these are things you should plan for." Such advice sounds good; realistically, however, the advice is not heeded because these underprivileged people do not know how to manage their finances. Actually, they cannot pay the price. So they must resort to midwives. Frequently when people resort to midwives despite our advice to the contrary, we dismiss them by saying "they're uncooperative." Yet they do believe many of the things that we're trying to tell them. What we are saying here is that we need to start where they are. Now educators maintain that teachers start with the persons "where they are" and teach them from there. This is good theory. But in actual practice, how many of us follow the theory?

Attitude is very important. People's behavior does not change overnight. We might get this group of adults in a group and start instructing them on some basic lines and we might feel that we're not winning. When I did hospital nursing I found that it was rather simple to give somebody a bath when they were dirty. If you did enough of them you could give a pretty good bath in about twenty minutes, and if you didn't have twenty minutes you could hit the high spots and do a real good job in ten minutes.

But when I went into public health some fifteen years ago, I started talking to someone, telling them the importance of taking a bath, and I found that this cannot be done in ten minutes or twenty minutes or one week or one month. Repeatedly, I worked with these people year after year, and seldom could I teach them the importance of taking a bath. The school situation is the same. I'm sure you've seen children come to school dirty. What are you going to do? You work with them.

We work with them in the Health Department also. Someone else in the community works with them, perhaps the home demonstration agent. After enough team work by enough people using different approaches, we may finally teach these persons to take baths and to appreciate the importance of cleanliness.

We health people like to think that, when we make home visits, we evaluate the situation first in order to determine what the family needs are. We do not evaluate the individual. This process of evaluation is one thing that you're going to find in adult education: no matter what member of the family you're working with, to that member family problems are pretty important. Family problems loom pretty large and will take their toll on how much that patient -- or how much that student -- learns that day. So we like to think in terms of evaluating the family situation, not the student and not the educational potential of that student.

In working with the family, we like to work with the family in determining the needed, long-range goals. It is important to sit down with these people and reason together as to what their health goals may be. After determining these goals, let them be as certain whether the goals are acceptable to the people. I would like to illustrate this by citing the planned parenthood program. Do you know that for many years our state really dragged its feet on the planned parenthood program. Despite the fact that we have several good contraceptive methods, some departments chose to administer pills -- the best method. But pills do not work for everyone. Sometimes the individual has physical disabilities; these patients are better off not taking pills. We have other methods of contraception, such as the intra-uterine device. These are good devices for some people, but they're not good for all. We have those people who believe in rhythm; for these people, the rhythm method is a very effective method of contraception. It is so important for the family to be aware that there are several methods, and that they can choose from these several methods the method or type they desire. If the method is not acceptable to them, they will not use it.

After we evaluate the family -- after we set some goals based upon individual needs--after the family makes its decisions -- we attempt to implement the decisions with services.

The services offered by the majority of the health departments within the state are good. Some counties have more facilities available than others, but I think if we remember that the team approach is best as far as servicing the health needs of a family are concerned, the path we travel together will be smoother.

In education and health fields, areas that we need to be aware of: (1) The person who answers in rote, "Yes, ma'am." (The concept of health services has not been taught too well to this person.) (2) The stereotyped approach -- from both angles: from the angle of the worker who is giving suggestions to the family; and from the angle of the patient, who has learned to say back to us certain words which they think we want to hear.

Another reason for using the team approach is the fact that we must not have too many people telling the one family what to do. Many times in public health work we find too many workers, health department workers, mental health clinic people and school workers participating in one family's life. We need a team approach so that we're all saying the same thing.

Third Panelist: A Minister -- Dr. Charles Wellborn, D. D.
University Chaplain
Florida State University

As an outsider looking at the work of professionals in the the field of adult basic education, the minister might have at least two things to observe. One could be classified as a minor emphasis; the other as a major one.

The minor emphasis involves a simple reminder there is an institution located in every community in which you work which has had long years of experience with adult education. This institution is the church. True, it has not always done the job well, but it has accumulated a great deal of experience in the process. It would seem to me that there is a considerable reservoir of experience and interest in adult education in the churches of your community upon which you might well draw.

The major emphasis relates to a fundamental question concerning the thrust of your educational task. You are committed to the job of training adults in basic skills such as reading, writing, speaking, and computation. Inevitably, it would seem to many of us, your task involves not only teaching men to employ these skills but also how to use them.

In other words, I think you, like all educators, are inescapably involved with the troublesome old problem of values. In the wake of the recent Supreme Court decision concerning religious observances in the public schools, many of our educators seem to have "pushed the panic button." They have concluded that the whole problem of value training in public schools is too sticky to deal with and therefore is to be ignored. The fallacy of this kind of thinking is two-fold.

First, no legal decision has ruled out value training in the public schools. What has happened is that our courts have finally recognized the dimensions of our uniquely pluralistic society. They have faced up to the fact that sectarian religious emphasis cannot be permitted in such an atmosphere. This does not, however, preclude the rational discussion of values.

Second, the teaching of values is inescapable. Pure objectivity is a myth, and a dangerous one at that. Someone has put it neatly: "Beneath the dignified academic gowns of objectivity the slips of faith are always showing." You and I are going to teach values, whether consciously or unconsciously. The responsible teacher must make some sort of rational decision as to what values he is going to emphasize and how he will do it.

Dr. Minnis of the United States Office of Education, who spoke to this group this morning, admirably emphasized the practical down-to-earth nature of the work you are doing. As he detailed some of the facets of that work, I could not help but be struck by the ethical dimension of what he said.

You are trying to teach men and women skills sufficient to fill out job applications. Is it not essential that you also teach them the importance of answering the questions on the application blank honestly and with integrity? You are teaching men skills necessary to get and keep a job. Is it important to teach them that one way of holding a job is by doing an honest day's work for an honest day's pay? You are teaching men how to avail themselves of the credit facilities in the community. Does this involve teaching them the importance of paying bills and meeting financial obligations responsibly? You are teaching adults how to live with their children. Does this involve some emphasis on the kind of training which parents provide for children?

In short, you are seeking to help men and women live productively in our kind of society. What is our society? It is a pluralistic community--socially, racially, religiously--organized historically and existentially around a solid core of values derived from the Greco-Judaio-Christian heritage. If men and women are to live together effectively in this society, they must be taught the value of the human person and the respect that is due to every man.

I would submit to you that in our kind of Western democracy the teaching of such values and such attitudes is not only legitimate. It is essential.

Fourth Panelist: A Social Welfare Specialist --

Mrs. Barbara McCubbin
State Department of Public Welfare

Dr. Charles Smith's comments about the general population are equally true about people who turn to the social agencies. People who depend upon social agencies, and especially those who depend upon public assistance, have all of the problems of adjustment, all of the problems in getting along in society, that people who have an income do; except that the poor people don't have an adequate income. Often the poor have additional stresses to face.

It's easier for me to talk about these problems in terms of the public assistance recipient, because I have more experience in this area. And I'd like to think about it with you for just a little while and make it rather personal in terms of the kind of people that we deal with. Actually, the educational needs of the public assistance recipient fall naturally into three groups: (1) the older American (2) the disabled American, and (3) those who live in families with children.

The older American has some particular needs which grow out of his changing role in society, his loss of status -- many times, his loss of income. He needs especially to have the security of basic education so that he can sign his own check and not have to depend on somebody else. He also needs basic education to protect himself in a complicated society. It's possible for him to get a notice that says his check has been changed from $27 to $40 and he will never see the difference in that check. If he should take the check to somebody he trusts, and that person is not worthy of his trust, the check can be cashed for $27, and the illiterate might not ever know the difference. It has happened.

In addition, the public assistance recipient needs to be able to tell when you are saying "yes" or "no." We social workers attempt sometimes to give this basic instruction ourselves in helping him, if he hasn't been able to get to other basic education. The importance of signing your name was brought home to me years ago under the WPA programs which were mentioned this morning. A little old woman who had been delivering babies for years had come up against a licensing requirement which meant that she had to fill out birth certificates. And one of the important things was that she had to sign them. So, she wanted most in the world to be able to sign her name; she wanted to go on with this mid-wife activity which had given her prestige in her community. She joined the adult education program of the WPA project, and although the time had long since passed when signing your name was the only requirement she had to meet, she did finally at the age of 84 learn to sign her name; it was a great day for her. But this literacy training is just one of the things that a basic adult education can do.

Let's look at the disabled American. We mentioned his need for medical care, the need to use medical care. This is especially true when we need to get medical care for people at the time of injury or at the time of the beginning of a disease. Yet society sometimes puts road blocks in the way. Recently I learned that one of the counties has imposed a lien on anyone using public medical facilities in their particular county; this will mean that people are not going to use these facilities, and that they will wait. Therefore, they are not going to get medical care, and soon they will add to the disabled population. A condition that could be reversed now -- or at least arrested -- will be irreversible later. Thus, the disabled American needs basic education to assist him in doing the tasks common to all old-age persons. He needs adult education, too, in order to accept and understand how to obtain welfare assistance for himself.

Now, let's look at families who are dependent on public welfare. These people need basic education because they are the models for future generations. When the children in a family pass the educational level of the parents, the parents find it very difficult to continue to stimulate their children toward additional education. If Daddy has done what he has done without an education, there arises a sense of disloyalty when the offspring feels he must have more education. Occasionally, family conflict builds up in this area. Parents want something better for their children, and most of them will struggle to provide it. Yet we find that providing an education to your children requires money. Education requires tuition money, lunch money, clothes money. If these people are to educate their children, they will have to obtain the money from somewhere; most of them get it from public welfare. We call such money public assistance.

How often have you heard parents, teachers and others call children on public welfare "irresponsible?" Children may be irresponsible, but there is no need to discriminate against them because they get assistance. When we discriminate against them, we must examine what we're doing to these youngsters. This discriminatory attitude will keep mothers away from PTA, because they feel that they don't look like the mothers who go. It seems that people who get assistance may have a problem in accepting basic education; they need all the help they can get in accepting adult education.

Fifth Panelist: A Vocational Education Specialist --

Dr. E. Hankin, Ph.D.
Department of Vocational Education
Florida State University

A functional basic education is an inseparable part of occupational competency. Most specialists in vocational education recognize two major aspects of vocational competency. One aspect includes the specialized abilities which are unique to a given occupation. These are the manipulative skills, the information and understanding, the problem solving abilities, and certain generalized habits and motivations pertaining to the occupation. Too often this aspect of occupational competency is the only one given recognition.

The second aspect of occupational competency is of special concern to this Institute. This aspect includes those unspecialized job qualifications which are essential to success in most, if not all, occupations. Adult basic education can serve many of these needs. They include verbal and numeric communications, economic concepts, foundations in the sciences, personal and social relationships, and similar elements of general education. Along with these conceptual developments are needed certain attitudinal and emotional quali- which are especially appropriate for occupational performance. These basic education qualifications are needed by everyone engaged in useful endeavors whether in the home or in wage working occupations. Because they are not specialized by occupation they can be served by the program of adult basic education.

There is one other important occupationally oriented role which can be filled by adult basic education. This is a fundamental role which currently is receiving much attention throughout the country in connection with unemployment and under-employment.

Many persons who should be employed or who should be working at higher levels of employment than they can obtain cannot profit from specialized vocational instruction because of their lack of basic education. These people have completed or left school as youths with serious deficiencies in their basic education. As a result they cannot profit from the opportunities for specialized occupational preparation and upgrading. Such deficiencies characterize the unemployed and the under-employed. The Department of Labor reports that only one-eighth of the unemployed screened for training could qualify. Only three percent of the Manpower Development and Training Act trainees have been drawn from the 300,000 persons with less than a fifth grade education who are in the ranks of the unemployed. Of the four and one-half million unemployed persons in the nation, about one million have not completed elementary school. Because of their lack of basic education they cannot succeed in programs for specialized vocational preparation.

Thus, adult basic education has two major purposes so far as occupational competency is concerned. The first of these is to develop certain unspecialized abilities needed for job performance. The second of these purposes is to enable those with academic handicaps to qualify for specialized vocational preparation. Both of these purposes must be served if we are to have a fully productive citizenry.

QUESTION-AND-ANSWER SESSION FOLLOWING THE PANEL

Q. Dr. Smith, what values would you like to see taught?

A. (*Dr. Smith*): I think that we teach values constantly, but I think we may not seem to be doing so. If we give a student material or open up a discussion, and we see that he is going in the wrong direction, in a direction that is not consistent with our accepted biases or our frame of reference, we should attempt to guide him in other directions. We teach values when we teach any subject; when we teach English, for example, we don't just teach English; we teach *correct* English; we try to teach correct syntax. We don't want a student to be able to make himself *barely* understood; we want him to be understood in the *correct* way, using the *correct* expressions. Specifically, I was thinking in terms of racial attitudes, attitudes toward the refugee Cubans,and even toward racial demonstrations. We should help to guide people to the kinds of attitudes which would seem to be consistent with the goals of the Constitution and of Congress.

A. (*Dr. Hankin*): May I also answer the question? I think a good example of value orientation in the field of vocational education is the changing of the values with reference to the function of vocation in life. The average person, and I speak of educators too, consider a vocation as largely a "money-grubbing" activity. By means of a vocation we obtain money to buy the things we need, like and enjoy. Very few people have developed values toward vocation which recognize that the vocation satisfies a deep need in life, and grows out of doing things that other people put value on; that's why they pay you. The satisfaction of being of value through vocation is probably the biggest motivation for vocational service. Yet this value is overlooked by most people. It seems to me that, in adult basic education, the teaching of vocation and how it relates to the whole life of the individual is often overlooked by educators.

A. (Dr. Smith): Although I'm generally in favor of the so-called "welfare state," with its assistance programs, I consider such programs as a sort of priming operation. Sooner or later, however, we've got to expect recipients under these programs to take some initiative, to be motivated to do things on their own. Too often I see evidences of the development of what I call the "welfare contract," a feeling on the part of the recipient that "everything is going to be taken care of." This attitude emasculates the recipient in a sense. I feel that recipients must understand that welfare is not an end in itself - that the welfare program is not designed to "take care of you." Welfare is designed to make it possible, as the social worker said, for you to realize your self. I feel we can teach these certain kinds of attitudes.

Q. What are America's REAL values?

A. (Dr. Wellborn): I think that we have many places where we see the value system established in America. I can see it in the Constitution, in the Declaration of Independence, in our churches, in our various creeds that we believe in, or profess to believe in. Morality, right and wrong, can only be defined in terms of our own society. We cannot define these things universally. Thus, when I am speaking of values, I'm talking about the things that we revere, the things that we feel are essential to the survival of our society: freedom of speech, freedom of assembly. Of course, here again, we have to insert values: when is this being abused, when is this being used properly? But abuse and properness are also defined within our conception of an orderly society. This is what I meant when I spoke about values.

Q. There are two questions that I would like to ask: one directed to Mrs. Brooks, and one to Dr. Wellborn. I am somewhat confused with our discussion of values. How do we take the person who does not have an education, who is barely literate, and instill in this individual the desire for spiritual guidance, a desire for values. When our whole economy is one of materialistic achievements, how do you preach values to this man, when all about him he sees the kinds of behavior which indicate to him that the quickest way to riches is to cheat a little bit here and there?

A. (Mrs. Brooks): I feel that basic education is important to everybody, not necessarily from a vocational standpoint alone, because your old-age assistance client is not going to be able to go back to work; his average age, for example, is 74. Who will hire him? We must think of basic education for some of these people in terms of their own increased value, their own improved sense of status, their own role model, and that they can do for themselves. I think such education should also be provided to the permanently and totally disabled person who receives welfare aid. Although the disabled can't hope to be employed again, basic education should become a meaning of enforcing his own belief in himself as a person, and to re-assure him that society appreciates him.

A. (Dr. Wellborn): Let me make three basic points in this area of values. The first point is, the problem of teaching values is not a simple problem, it is a difficult one. The second point is that the teaching of values is an inescapable problem. Whether we do it consciously or unconsciously, we are teaching and imparting a system of values to the people. The third point is that it is a mistake to be overly impressed by the proliferation and the diffusion of values. There is a great deal of variance in our country about values. This variance is largely in the fringe area of values; but there is a core of values within our culture which is a generally accepted, working system of values to which our culture gives its allegiance. Occasionally, our culture contradicts this kind of value, just as you and I contradict our own system of values by the way we personally live from time to time. But because we occasionally contradict our own personal values does not mean that we throw the values out the window. Our society is materialistic. Why does anybody notice that our society is materialistic? How does anybody raise a question about this? Simply because there is another standard of value bearing upon it that makes us uncomfortable.

Q. How can we achieve cooperation at the county level between the several agencies interested in adult basic education?

A: (Mrs. Brooks): Perhaps the first step would be made by the adult education director in each county who would endeavor to set up a channel of communication between the director of two or more agencies. What we can do thereafter will be relatively simple. If we establish communication and keep the channel open, I think that enough community agencies would become involved so that the problems would be interchanged from one group to another, and thereby be more easily solved.

Q. What is the possibility of using coercion to get people to come to basic education?

A. (Mrs. Brooks): I would answer that with a question. How often do you find successful learning under coercion? In Florida, welfare provides only for people who are elderly, who are disabled, and those people in broken homes where the remaining parent must assume a double load. Now if you've ever tried to go to school and run a family on $81 a month, you can sympathize with their problem. In addition, you have mothers who are working as much as they can work because the welfare program expects them to. If they are holding down a job and also running a family, trying to stay with their budgeted allotment, there's little time left over for classes in basic education. These mothers don't have enough energy left really to do a job of learning.

SUMMARY OF OPENING SESSION

by

Dr. George Aker and Dr. Wayne Schroeder
Professors of Adult Education
Florida State University

Dr. Aker: It seems that there is a common thread throughout today's sessions. It was expressed this afternoon by Dr. Hankin, who said that "occupational competence is inseparable from fundamental basic education for adults." We hav heard from Dr. Minnis who spoke about an integrated curriculum in which he described all of the social skills, the value changes, which are necessary to achieve these common objectives which all people need if they are to be effective human beings in a free society, and if our system is to survive.

Dr. Schroeder: May we approach this summarizing task this way? It seems to me that the question we have been trying to answer is this: How different is the adult basic education learner after graduation?

It seems we have said he was different in three or four different ways: We said, for instance, that he's going to be different in terms of his ability to communicate. He's going to be able to communicate more effectively. This means he will be able to order something from a Sears and Roebuck catalog -- able to read labels in a grocery store -- read portions of the newspaper -- understand a newspaper at a minimal level, and read road signs. It's this level of communications skill in reading knowledge that we are talking about.

Perhaps another element of communication is the ability to critically analyze data received through mass media. Perhaps the student hears something that Mickey Mantle says over television at seven o'clock in the evening. Is he to believe the material because Mickey Mantle said it, or is he to explore and examine the material further? If he wants to examine it further, where does he go to get extra data to allow him to explore and examine? These kinds of things are what we are discussing under this area of communications skills.

Dr. Aker: I think that the communications skills all are interrelated; they must be brought out as an integrated curriculum. Everything that you have said about communications must be brought down to a level where it's meaningful and significant to the particular kind of applicants: poverty cases, if you're a social worker; patients, if you're a health worker; students, if you're an adult educator. What we're talking about is the development of an integrated curriculum, styled on an individualized basis. This will bridge the gap between the theory of starting with people where they are, accepting them as we find them, and going ahead to build an individualized, integrated curriculum for each person. We don't have materials to do this with; we don't know the best methodology to do this with; but we're going to learn how to do this.

We're going to learn from each other.

It's been suggested by someone today that we need a switchboard, perhaps NAPSAE, that we can plug into, so that each one of us does not have to rediscover the methodology and materials we need. Perhaps we can get a head-start here in Florida because we have had tradition, leadership and past experience. Let me re-emphasize one point: one of the major purposes of adult basic education is to teach people, perhaps for the first time, to learn how to learn. Perhaps in this way, we can introduce students to a life of continuous learning, based upon his interest, his motives, his capabilities, his needs.

Dr. Schroeder: If we return to a consideration of the communications skills category, we find that another category voiced here repeatedly was the computational skills category. What I heard these people saying was this: that students must be provided the level of ability necessary to budget one's money, (how to get the best out of a dollar) -- how to make elementary measurements, whether it's measuring a board or a cup of flour to go in the mixture you're cooking for supper -- the where, when and what to buy. If you have five dollars here, do you spend it on soda pop or something which would make more of a contribution to your family nutrition?

The category of Social Living appears more complex: citizenship development; appreciation of the individual in a democratic society; the development of the ability to vote and to inform himself adequately before he goes to the polls -- where to go to get that information; the development of respect for the law and the decision-making process.

Dr. Aker: Let me interrupt a moment. I couldn't help but be impressed, as you went from Computation Skills to Social Living with the tremendous range of methods and techniques that will have to be employed to achieve these different kinds of objectives. I can see where some of the computational skills could be handled through a relatively simple program, using individualized text materials or teaching machines and devices of various kinds; but these devices wouldn't work in the Social Skills Area, because in this area, you have to rely upon group interaction, group processing, sharing of values, testing hypotheses, and accepting new norms. So I am very much impressed by the range of technology that has to be worked into the curriculum content in order to achieve what Dr. Schroeder refers to.

Dr. Schroeder: Closely related to our topic is the idea of human relations. This, of course, is in the category of social living, as well as sound family relationships. Teaching human relations is instilling in individuals the understanding and knowledge necessary to relate desirably to other human beings, whether they be your wife, your children or other people in your neighborhood. Perhaps the reason why these students have problems is that they haven't related themselves in an adequate manner to other people; these topics, although they may seem complex, can be subtly brought into the curriculum in a procedural manner while teaching any one of a number of things in basic adult education.

Science is another area that was discussed here this afternoon. Do adult basic education students have a need for information in science? In this atomic age, I believe so.

Dr. Aker: In addition there are a considerable number of psychological and emotional disturbances among the culturally deprived segment of society; unfortunately, the culturally deprived attribute mental maladjustment to a range of phenomena completely outside of the realm that science says is the cause of such disturbances.

Dr. Schroeder: This moves us logically into the last category: Personality Development. Here is a group of people who have a degraded self-image and educators will need to work hard to overcome this degraded self-image if these students are to perform adequately in the academic setting and in future life.

Dr. Aker: Let me ask you one thing, Dr. Schroeder. What did you learn today that you think we can use in our classes?

Dr. Schroeder: I learned two things: First, we need to do homework as we move into adult basic education. We can define basic education as a complex of literacy, occupational, and liberal education. But however we may define it, I am compelled to the belief that despite all our past traditions and work in this area, we really don't know anything in comparison with what we need to know.

Someone suggested that we'll have to wait fifty years to tell what good we've really done in adult basic education. I don't think we'll have to wait that long. I think if we want to know what kinds of people we want to graduate from the program, if we want to be able to tell how they behave differently, we will be able to measure them objectively; but I think we must learn information as yet undiscovered. The second thing I learned is that the expert, the authority in adult basic education, does not exist today. Adult basic education is a wide open field. I think that much of what we will find out and learn will be relevant to childhood education, to pre-school education, and to all levels in adult education. It's a tremendous opportunity that we have.

Dr. Aker: Before I attended these sessions today, I was like so many other people: I considered adult basic education as consisting solely of reading, writing and arithmetic, to the exclusion of the other needs that undereducated people possess. It was re-emphasized for me today that the adult basic education job is a big one. It's a big job because adult basic education consists, not only of reading, writing and 'rithmetic, but all the important and valued concepts of life as well. We educators have a big job ahead, a job of integrating the important values and concepts of life into a single meaningful series of educational experiences.

CHARACTERISTICS OF THE UNDER-EDUCATED ADULT AS A LEARNER

S. E. Hand
Director of Training and Studies
in Adult Basic Education
The Florida State University

Yesterday we held extended discussions on the content and scope of adult basic education. We explored not only the curricular content, but also the specific objectives and outcomes--the personal skills and competencies--that Adult Basic Education seeks to develop for those who participate in the program. I trust that each of us, as a result of these discussions, has a somewhat clearer notion today as to what Adult Basic Education is and what it proposes to do for people.

Today we are scheduled to take a look at the target of our efforts--the under-educated adult individual. We are going to examine him as a person, as a citizen in the community, as a parent or family member, and in several other ways, but more particularly as a learner, or potential learner. We want to discuss the under-educated adult as he differs from other adults, and to focus particularly on those characteristics which would distinguish him as a learner in adult basic education programs from child learners in regular elementary education programs.

But before beginning this examination, however, let us take just a few minutes to project yesterday's discussions one step further and see how many people we are talking about--and to look at some of the other dimensions of the task before us:

The extent and the consequences of the lack of basic education among adults in this country are such as to deserve the attention and active concern of every community in the nation. Under-education is limiting the destinies of 25 million Americans, 18 years of age and older, who have not completed the 8th grade, and, indeed, 58 million who have not completed high school. While a majority of these are 45 years of age or older, two million adults between 18 and 24 years of age have less than eight years of formal schooling, thus indicating that significant numbers of young adults are also handicapped.

There can be little question that the vast majority of these 25 million people are doomed to live in the shadows of American life, unless they can be upgraded educationally. One out of ten workers with less than five years of schooling is unemployed, while only one out of seventy five college graduates is without a job. For the under-educated who are now in the labor force, their chances for continued employment grow poorer each day; their lack of basic education leaves them without the tools to make retraining into newer types of jobs possible. And compounding their problem is the competition they are receiving from 26 million 18 year olds who are entering the labor market during the 1960's with higher levels of formal education.

The old standard of five years of schooling as an indicator of "functional literacy" is no longer realistic, even for bare comprehension and communication at the level on which most of today's business is carried on. As Dr. Minnis pointed out yesterday, the U. S. Office of Education contends that persons with less than eight years of formal schooling are ill-equipped to understand and communicate in today's world.

Either of these attainments, five or eight years of schooling, is at best but a threshold for participation at floor level in the social and economic life of the Nation.

The Nation has 25 million who are unprepared to function even on the floor level. Florida has over 650,000 of these. Last year, in our State's public school program, we touched 17,472 of these. We have made a good start, but we still have a long road to travel. With the funds now being provided by the Federal Government to supplement those of the State of Florida which are already committed to this purpose, I submit that we have the resources with which to do the job, and our purpose here this week is to get tooled up to do the job.

Let us turn now to the task of understanding the under-educated adult as a learner.

Underlying the educational process at all levels and for all age groups is the need for teachers to know their students--their capacities, backgrounds, motivations, and personal characteristics. Without such knowledge even the most competent and conscientious teachers cannot expect to be able to do a truly effective job of teaching. The determination of what is to be taught as well as how to teach it can best be made when teachers understand the strengths and weaknesses, fears and apprehensions, attitudes, values, and achievement levels of their students.

For the teacher of adults this need is even more critical than for the teacher of elementary or secondary school children. Adults are voluntary participants in adult education programs, and they are likely to continue only so long as what is offered, and the way it is offered, relates realistically and favorably to their needs, desires and capacities. This is not intended to imply that the elementary or secondary teacher of children should be less adequately prepared in the psychology (understanding) of his students; instead, it is simply to say that when a teacher of children is poorly prepared and inept in his teaching, the kids have to put up with it; adults will leave. The adult educator must know that what he is teaching is meaningful and useful to his students, and he must continually check to see that his message is "getting through." A thorough acquaintanceship with his students and a knowledge of the psychology of adult learning can be his most valuable "tools" in assuring accomplishment of both of these objectives.

What about the under-educated adult as a learner? What distinctive characteristics does he exhibit which would have relevance (implications) for teachers and for the teaching-learning process?

With due recognition of the fact that there are many exceptions, we believe that experience and research will support the following characterizations with reference to adult illiterates and functional illiterates.

First -- some of the characteristics which distinguish the under-educated adult from the better educated adult as a learner:

1. He is difficult to identify.

   Many illiterate and functionally illiterate adults have succeeded for years in concealing their inability to read and write from their friends and associates.

2. He is difficult to involve.

   Numerous participation studies and the experience of adult educators everywhere have shown that the least educated are the most reluctant and difficult to become involved in organized educational programs. For the under-educated adult to participate, he must become convinced that further education will be good for him, and that he CAN learn.

3. He is more likely than not to be living under conditions of economic poverty.

   There is a high correlation between the level of education and the level of income--the less educated having the less income.

4. He is more likely than not to be below average in scholastic aptitude.

While many under-educated adults are of average ability, and some of superior ability in learning academic subjects, more seem to be below average for academic learning.

5. He is more likely than not to be culturally deprived.

Numerous participation studies have shown that the less educated participate least in educational and cultural pursuits. Many are culturally deprived for reasons of discrimination in one form or another.

6. His social values, attitudes, and goals may differ widely from upper and middle class norms.

Our cultural environment influences greatly our social values, attitudes and goals. The under-educated adult will more likely than not have a widely different value structure from those of the upper and middle classes, and in many instances shows indifference, or even hostility toward social institutions such as education.

7. His motivation is stifled because of his excessive failure in achieving the recognized American values of success, efficiency and practicality, activity and work, equality and freedom.

Frequently he exhibits an attitude of almost complete resignation because of his excessive failures.

8. He utilizes and reacts more readily to non-verbal forms of communication.

With limited vocabulary and limited skill in articulation, he is forced to communicate on the non-verbal level. He is extremely sensitive to non-verbal clues, and tends to judge more by action than words. As teachers we should realize that we may say one thing verbally while non-verbally saying another, and where this is the case the under-educated adult will receive the non-verbal clue more strongly.

9. He lives for today and not for tomorrow.

Learning goals must be defined in terms of their immediate (here and now) value. Learning tasks should be short and clearly defined, for he needs to experience success as regularly and frequently as possible.

10. His behavior in the classroom is more likely to be troublesome.

    Frequently he will either (1) by reason of deep-seated suspicion and fear of the school, show hostility and agressiveness, or (2) because of insecurity developed through non-achievement, will be silent, defensive, and uncommunicative.

11. His home conditions are more likely than not to be non-conducive to study and homework.

    Homes of the under-educated are more likely to be poorly equipped and overly populated.

12. He is more likely to be uninformed about the services available to him and his family through the social service agencies of the community.

    With little or no reading ability, the announcements of these services usually go unnoticed.

13. He is more doubtful of his ability to learn.

    With less experience in achievement and success, there is less confidence in the possibility of success. Unpleasant prior experience with school work, coupled with excessive failure in other things often accentuates this doubt and lack of confidence.

14. He is easily discouraged if visible evidence of progress is not regularly seen.

    Unless he experiences success frequently, and sees this as progress toward his newly established goals, he is likely to "junk" the whole effort-for the reasons stated in #13 above.

In addition to those characteristics which distinguish the under-educated from the better educated adults as learners, there are certain characteristics which distinguish adult learners in general from childhood learners. Among these are the following:

1. The adult learner is likely to be more rigid in his thinking.

   Through his years of living he has acquired a "set" to his patterns of behavior, and to his notions of what is right and wrong; fact and fiction. These have to be "unset" in order for learning to take place.

2. He usually requires a longer time to perform learning tasks.

   While the adult's capacity to learn may have remained essentially unchanged as age has progressed, the older he becomes the slower his reaction time and the less efficient are those senses on which learning depends--sight and hearing.

3. He is more impatient in the pursuit of learning objecttives.

   He is also less tolerant of "busy-work" which does not have immediate and direct application to his objectives.

4. He requires MORE light and BETTER light for study tasks.

   This is particularly true for adults beyond thirty-five years of age.

5. The older adult has restricted powers of adjustment to external temperature changes and distractions.

   He requires a more constant and ideal environmental condition in order to work effectively.

6. He has greater difficulty in remembering isolated facts,

   although his comprehension of difficult reading materials shows little or no change from childhood.

7. He suffers more from being deprived of success

   than does the young learner, and is motivated more by the usefulness of the material to be learned.

8. He is less willing to adopt new ways, or even to try new

   ways of doing things, than are young learners, but he is less distracted by social interests, and tends to be steadier in the pursuit of learning tasks.

9. He has more compelling responsibilities competing with education for his time,

   and since he is typically an evening "after work" student, he is more likely to be physically tired and less alert when he comes to class.

10. He has more experience in living, and this gives him the

advantage of being able more readily to relate new facts to experience. This gives added enrichment and reinforcement to his learning.

11. Returning to school has been a momentous voluntary decision for him,

    and his attendance often represents a considerable sacrifice. Having made this important and commendable decision, he expects (and deserves) to be treated as an adult.

As we proceed with the development and operation of basic education programs for adults in Florida--as elsewhere--one of the great needs (and determinants for success) will be for teachers who know their students--who understand the uniqueness of their job, and who will hold constantly before them the purposes and objectives established for this program.

REACTOR PANEL: Dr. Edwin H. Smith
Dr. Louis H. Meeth
Dr. Travis Northcutt, Jr.
Mr. Robert A. Luke

Dr. Smith: One of the dangers in the classification of the under-educated is that we forget that the classification is on a continuum. Where do the under-educated stop and where do the educated begin? No one has said very much about this. One rarely encounters the idea that educators should try to determine the potential of the adult basic learner and then, in terms of the learner's potential, attempt to determine how far to take them. Educational success is based upon developing the potential of the student. Educators should remember that the number of years of schooling that a person has is a miserable indication of that person's education. Such data are adequate for statisticians, but are useless for educators. All of us are aware of high school graduates who are functionally illiterate.

Educators should take care to use a diagnostic approach. In view of the vast differences among adult basic individuals, we need to pinpoint their strengths and weaknesses, and direct our teaching toward a strengthening of their weak areas. This puts much pressure on the classroom teacher-- the administrator expects success with all these people, despite the fact that many of them are of extremely limited ability. There is a danger of not stressing the very wide range of ability in the group, and a danger of setting up goals that are too high for some and too low for others. I truly suspect that the typical classroom approach in adult basic education is not a 1965 approach to the problem. We need to help these people set goals in accord with their economic opportunities. Many of them cannot compete with others; many cannot be taught the several job skills that will enable them to move very far up in their jobs. We need to think more about the under-educated in terms of their learning potential and learning attainment, and the need to recognize that this learning potential is a present learning potential which can be modified. In addition, there is a need--I think this is very important -- to design administrative devices to develop educational potential in a different environment than that of the "normal" classroom.

Dr. Louis Meeth: We found that even though we may help these people function at the eighth-grade level, they still can't find employment because they still have an "undesirable" eighth-grade education. To better their salary or their income they will require still higher education; many of these people need an immediate income and can't take further vocational education or training. Thus, they are thrust back in the same dilemma that they were in before adult basic training. This is a big problem that we're faced with; the realization of the years of schooling ahead of them defeats many of them, and they refuse to follow a long-range educational pursuit or learning situation.

Many of them, too, think that they have greater potential than they have; some think they have less than they have. As yet, we have not found any devices on the adult level to measure their feelings as to "self" and "self-potential." If we could measure their "self-potential" we might have a good base to carry forward.

Dr. Northcutt: In working with them I have been impressed by the differences in the time orientations of the lower class from the middle class. If we were to characterize a group of people by their time orientation, we could break it roughly into the "future-oriented," "present-oriented," or "past-oriented."

We are all aware of the people in our population who are oriented to the past. They talk constantly about the "good old days."

We in the middle class are oriented to the future. We put large amounts of our income into insurance or we stow it away for our children's education. The lower class, on the other hand, is tied almost completely to the present. I have worked a great deal with the migrant agricultural workers in this state. One of their characteristics is that they can see only as far as "next season," next time "up-stream". Their lack of interest in the future is reflected in the lack of vocabulary concerning the distant future; they just don't talk in these terms, they don't think in them. They must be "sold" on immediate pay-off.

A fatalistic attitude is characteristic of this level of society; his culture teaches him that he can do very little about his lot in life. In his personal experience, he finds this to be true. The middle class and upper class, on the other hand, tend to have a real faith in man's ability to deal effectively with his environments, both the physical and social.

We have been interested in one community whose predominent characteristic is the lack of education of its adult population and its poverty. As a result, a fatalistic attitude has arisen, which together with the fatalism of the culture, has turned the women of the community toward religion and the men to alcohol.

An additional characteristic of this group is the fact that they do not participate in the formal organizational life of the community, except with regard to the women's participation in church activities. We've attempted to measure their participation with Gerald Chapin's Social Participation Scales; we have found them to be characteristically "non-participant."

We found, also, that not only do they not participate in formal organizations, they do not have the numbers of friends and the quality of relationships with friends that we find in middle and upper-class levels.

A significant characteristic is the difference in the health of the lower classes. You may be interested to know that the life expectancy of the lower-class person is seven years less than the life expectancy of the middle or upper class. Their disease rates are higher, their general health is poor, their rates of mental disorders are higher.

Mr. Luke: I would like to emphasize one characteristic of the under-educated -- the under-educated tends to react to non-verbal communication more than to verbal communication. This fact is meaningful to teachers and to trainers of teachers. Our teachers will have to find out how to overcome this "Non-Verbal Barrier." It means that we're not going to be able to train teachers just by pouring knowledge into their heads. It means we've got to set up learning situations where teachers and teacher-trainers will learn their own skills in "Non-Verbal" communication.

SUB GROUPS REPORT

Group I. Topic: Implications of Adult Basic Learner Characteristics for Teachers and Teaching

Group One felt that some of the implications are th[redacted]ed teachers who have real interest, motivation, drive, and a missionary feeling of really wanting to do something for these people--a student-oriented feeling, not a subject-oriented feeling. This includes the concept that the student is more important than the subject matter. In addition, teachers should be flexible, creative, and have, wherever possible, practical experience backgrounds. In other words, a teacher should have a background that enables him to relate to the student he is going to teach. Adult basic education teachers should have knowledge of the subject matter, honesty, sincerity, and self-discipline.

In the second area, we asked: "What should he do?" He has to organize; he has to diagnose; he has to select materials and methods, and apply these things. The teacher should assure the student some success, immediate success, because the student has been defeated many times in his efforts to progress in an academic setting. The teacher also has to determine the students' functional levels. Start with the question, "Can they write their names?"-- and move from there.

Group II. Topic: Implications for Administrative Services

If we are to return to our respective counties to initiate the kinds of creative and innovated program implied in our discussion thus far we will have to do a tremendous job of selling the program. We will need to sell the program not only to the illiterate, or to the student whom we are expecting to help, but also to the County Superintendent, to the Board of Public Instruction, to the County Staff, to the Advisory Committee, and to others in the community. Such selling necessitates the passing of a resolution by the Board to the effect that there will be full utilization of facilities, materials and equipment. There will be certain administrative practices and curriculum changes that need to be instituted for the successful operation of the program.

Now what are some of these administrative services? Among them are careful recruitment of teachers, orientation of teachers, and the selling of the adult basic education program.

In establishing an Advisory Committee, the membership should be composed of persons who are knowledgable about the total needs of the people: welfare workers, employment service personnel, public health workers, agricultural extension personnel, labor union members, visiting nurses, visiting teachers, attendance officers, law officers, public relations people, members of civic organizations, community action program personnel, church members and members of the group to be served.

In all Advisory Committee work, however, there must be a clear demarcation of responsibilities and of the relationship between the adult basic education program and personnel, the Advisory Committee personnel, and the County Staff.

Administrative services must also provide leadership in curriculum development. This can be achieved through the use of curriculum committees, curriculum consultants and other resources.

We recognize that certain problems are involved in the implementation of this kind of program: (1) The selection of the

Advisory Committee; (2) the transition from an established and traditional program to the new curriculum developed under adult basic education; (3) adjustment of schedules and recruitment of personnel to accomplish the transition; (4) the selection, procurement and development of materials and equipment, etc., to be used by both teachers and students in the program; and (5) measurement of student achievement.

Group III. Topic: Implications for Facilities of the Characteristics of the Adult Basic Learner

First of all, we feel the people ought to be involved in the final selection of the type and location of facilities. Generally, the new facilities should be as close to neighborhood locations as possible. There are some exceptions to this concept, however, and any good teacher ought to check her group carefully for it. For instance, there might be some instances in which people would prefer to go to a location a little distance from their own neighborhood because they are ashamed of being in a class for near-illiterate people.

Facilities ought to be as nice as possible but again there are exceptions. We have some instances of groups which met at entrances of coal mines in Kentucky; in other instances, some of the people will not go into a nice, new classroom -- they will accept learning in their neighborhood "pub," perhaps, but not in the new classroom.

In most new facilities, provisions should be made for child care, particularly for classes of adults which meet during day hours.

We discussed transportation. It was pointed out that, in some instances, transportation to classes is now being provided. One project in Tampa, a welfare project, provides transportation. Orange County is using its buses for day-time transportation of students. We feel the kind of facilities that could be used for adult basic education classes are fire stations, churches, recreation halls, hospitals, prisons, bank community rooms, settlement houses and, of course, the public schools. Homes were mentioned, but the group adds a word of caution here. If a home is to be used, it certainly ought to be the home of a minister or some very highly respected person in each community. We feel that administrators should be very careful in locating classes in homes; in any event, if classes or learning groups are located at places other than school locations, the administrator must be certain that his Superintendent and his Board are advised of the exact location of the classes. One member of the group pointed out that he found that he could locate adult basic education classes more successfully in elementary schools and senior high schools, rather than junior high schools.

It was also pointed out that there are some new developments insofar as the location of learning centers for adults is concerned. For instance, in some of the new shopping centers in Canada, classroom space for adult classes is being built into shopping centers. We noted also that, in Orange County at least, there is a mobile unit in use, a classroom in the form of a portable classroom trailer which is moved from place-to-place, fully equipped. We recommend, as equipment for these facilities, items which can be used by the students in non-verbal learning situations: Motion-picture projectors, slide projectors, 35-mm. film projectors, etc.

We feel that facilities for refreshments should be included in new construction, and in old, too. In the initial stages of any learning group in basic education, a lot of the learning will take place during the social activity which takes place before class, at break-time, and after class.

We discussed some ideal equipment to have in some learning centers: individual carrels or learning stations, "listening" or recording stations.

Finally, we feel that it is time for adult education leaders in the State of Florida to think about and to plan for adult education facilities specially designed and used for that purpose. As we have heard repeatedly, classes are growing rapidly, the numbers of students are increasing, and we may need these facilities on a very extensive scale in the near future. Perhaps, if someone went to work on it, we might even get a Kellogg Center in Florida.

We especially recommend that the new Area Technical-Vocational schools include space for adult basic education classes.

Group IV. Topic: Implications for Community Agency Relationships of the Characteristics of the Adult Basic Learner

We investigated the implications of adult basic learner characteristics for community agencies. The group feels that the current situation has forced all the organizations into good channels of communication.

To tap these lines of communication, the adult basic educator should join the Community Action Organization, and work individually and collectively with these agencies in the implementation of his adult basic education program.

ADULT BASIC EDUCATION: THE CHALLENGE TO PUBLIC EDUCATION

Mr. Robert A. Luke
Executive Secretary
National Association for Public School
Adult Education

Thank you, Mr. Chairman: Dr. Williams, Mr. Christian, Dr. Hand, and friends. Florida has many "firsts" in the field of Adult Education and because you have been willing to share them with the rest of the country, the rest of the country is the better off for it. For example, LET'S TEACH ADULTS was originally published by the Florida State Department of Education and then made available to the National Association for Public School Adult Education for re-publication so it could be made available to adult educators all over the country. The same procedure was followed with the booklet originally by Dr. Smith on TEACHING READING TO ADULTS. Also, one of the activities that NAPSAE is involved in, OPERATION ALPHABET, had its most thorough and objective testing in the State of Florida.

Adult Education is a strong, powerful force in Florida, and, by recounting a personal experience, I can remind you why. I was down here eight or ten years ago for a meeting of the Florida Education Association, and following the Governor's address, Dr. Hand took me over to introduce me to Governor Collins. I think Sam was really using the occasion to try and get in a little plug for Adult Education at the time he introduced me. He hardly got to my name, however, before the Governor started telling Sam how important Adult Education was! Obviously, he had the message already.

I have been asked to speak about "Adult Basic Education: The

Challenge to Public Education" and I think we ought to begin reminding ourselves that all education at the present time faces many new challenges and that we must see Adult Basic Education within the perspective of the revolution in public education now taking place.

One of the revolutions is the "downward extension of educational opportunity." This is best represented by Operation Head Start, a program which was well-received, generally speaking, and received the support of school administrators and members of boards of education. A second part of the "revolution" is that which I call an "outward expansion," best represented by the Job Corps program. Many school people are inclined to look at the Job Corps unenthusiastically since they see it as setting up a different kind of an educational enterprise sometimes competing with our secondary schools. Yet I want to say that, after having visited a number of them and met with the staff I think that, although the unit cost is enormously high, there is much those of us in adult education can learn from the Job Corps and contribute to it. Finally, there is an "upward expansion" of educational opportunity and it is the challenges that this presents us with that we are here to talk about today.

First is the problem of professional personnel -- recruiting and training the people we need to do the job. One of the great tragedies of the nation insofar as Adult Education is concerned is that we now have a great new opportunity yet are unequally unprepared for it. We do not, nationally, have the experience we need supply because, before federal support came along, many state and local boards of education tended to put money only into the education of children. Fortunately, that is not the case in Florida. We heard all day yesterday that there are no experts in the field of adult basic education but, nevertheless, we must push ahead. One speaker disagreed, however, and said that you are the experts; that we do have people that have experience and background and that you are it. I agree with this and would add that our own self image of ourselves is not as important as it should be. It is good to be modest but we must also realize that there are people in our field who do have answers...do have experience and background...do have a contribution to make to us, and are willing to share it.

Our challenge in this area then is to find the people who do know how to teach adults and to train others in these skills.

The second challenge we face is what to teach in adult basic education. Before we explore this topic too deeply I think we must define adult basic education. To me, a basic education is comparable to the competencies that we expect a secondary education to give a person. I did not say "high school diploma" but rather the competencies, the skills, the attitudes, and the awarenesses that we expect the person to have who has had the benefit of a secondary education in this country.

The implications of this for the present conference are threefold: First, we should keep in mind that education for adults through the eighth grade as authorized under Title IIB of the Economic Opportunity Act must be, insofar as possible, preparatory education for further vocational or academic education. Second, even as we work toward building a functional elementary level education, we must also do all that we can to assure a functional kind of secondary education for adults. Finally, just as we all worked hard to bring about federal support for elementary education for adults, so must we begin to work toward securing federal support for secondary education for adults.

To indicate the importance of the need for our involvement in these questions, let me share with you that the National Association for Public School Adult Education recently made an informal inquiry of the Regional Accrediting Association to see how they were viewing these questions. The gist of the letter we received from the Executive Secretary of the Commission on Secondary Schools of the Southern Association of Colleges and Schools was that the commission statement on requirements for secondary education was in the process of revision but that (and this is just about an exact quote), "We are not even thinking of separate standards for adults." He also said he feels sure the commission has not considered this possibility.

I indicate this because, after all, Florida is one of the member states of the Southern Association and those of us who are concerned with adult education need to begin working with our regional accrediting associations much more vigorously than we have in the past in interpreting to them the new responsibilities the secondary schools must meet for people who are beyond the compulsory school age.

Another challenge confronting us is the need to keep balance in the total curriculum of public school Adult Education. Already I fear that in some communities public school adult education is becoming synonymous with literacy education. Wherever this is true, it will give our movement a setback. And if public school adult education comes to be limited to elementary and secondary education for adults, I think it unfortunate. I think that public education has a greater responsibility to its community in adult education than only this.

The adult curriculum of the schools on the South Side of Chicago is different from the curriculum offered individuals who live in some of the suburbs that ring Chicago...and all need to be served.

A final challenge I will mention is the responsibility we have to help meet the new opportunities to serve returning dropouts less than 21 years of age. In the new Elementary-Secondary Education Act, Title I provides nearly a billion dollars to local districts for work with disadvantaged young people. About 80 percent of the counties in the United States are eligible for this. There is an age limit of 21 years but many young people of 18, 19, 20 and 21 years of age are "coming back" to the public schools to either work on their elementary education or complete their high school education. These people need an adult type of school, an adult type curriculum, and an adult type method of instruction. The difference between a young person who has been out of school, perhaps is married, maybe been in jail, held various kinds of jobs, possibly has children, is to my way of thinking, very much an adult even though he only happens to be 18 or 19 years of age. Those of us in Adult Education have most of what experience there is in this area and we must make this experience available.

These are the challenges we face. How are we going to be able to meet them? Obviously, there is no easy answer, but I think one of the ways is through the mutual help we get from strong professional associations. I think that every state needs an association of public school adult educators such as here is known as the Florida Adult Education Association and close identification with the State Education Association. The National Association for Public School Adult Education could not be as strong as it is if it were not that we are a part of the National Education Association. Thus, with creative, innovative leadership in local communities, with a continuing federal contribution to adult education financing, and with local-state-national self help through our professional associations, we will be able to meet the new challenges before us.

SUMMARY FOR THE DAY

Dr. George F. Aker
Florida State University

The problems educators have today are significant. There are about 25 million American adults, almost a quarter of our adult population, functionally illiterate and incapable of operating effectively in contemporary changing society; and another 58 million who are functionally illiterate at the high school level and who have not attained the kinds of competencies and skills we would ordinarily expect a high school graduate to have. It has been pointed out that these estimates are under-estimates of the problem, because in the measurement of illiteracy, we must use census data; we must ask people, "What's the highest year of school you've completed?" Most people avoid answering or they falsify their report. Thus, many illiterates are not even counted by the census. So I think we've got our work cut out for us for a long time in the future. Some of the major points that were brought out this morning in the presentation on the characteristics of the illiterate and under-educated adult are that they are often un-employable, frequently culturally deprived, and outside the "mainstream of American society." These people are difficult to involve in our program; thus the key concept is motivation, motivation, motivation. The adult basic educator must think in terms of creating a desire to want to take advantage of what adult basic education can offer. The educator motivates through the community approach, through working with other organizations, through building into the facilities something that is attractive to the people, by taking the program to them, through instruction which starts at whatever level we find them.

Second, these people are difficult to identify, but the under-educated adult, the socially or culturally deprived adult does, in a general sense, differ psychologically, attitudinally and motivationally from the adults we're most used to working with. They differ from the kinds of people we find in this classroom because there are barriers to our mutual communication and to our understanding of them.

It was also brought out that there are many people living in poverty, on public aid programs, in the older segment of our society--other people who are successful economically but who are still functionally illiterate and who have used their intelligence and their wits to cover up their illiteracy and have developed all kinds of ways for doing this—but who would, if they could, come into a program un-threatened, or un-noticed, and become functionally literate members of our society. It's important to remember Dr. Smith's notion that the under-educated are on a continuum in terms of capacity, in terms of ability, in terms of motivation to participate, in terms of wanting to learn. We educators need to become diagnosticians; we need to help our teachers become diagnosticians, able to appraise and evaluate the characteristics and the potential abilities that reside in each and every person that we're concerned with. We must realize that we are all on a continuum, that no two people are the same and that we need a highly individualized approach in the early stages of adult basic education. To conclude, I would like to remind you of Bob Luke's comment that it is difficult indeed for middle-class people to appreciate the problems and trials of the socially disadvantaged, particularly when the middle class is so oriented toward material goods, high status, and striving.

TOPIC: The Under-Educated Adult - How Do We Identify, Contact, and Involve Him in Adult Basic Education

Panel: How Community Agencies Can Help

Mr. Thad Godwin, Welfare Department: There are problems to face if we hope to reach the "hard-poor" group of people: (1) We've got to find ways of providing them with adequate finances while they're getting their education and vocational training. (2) We've also got to find ways of providing care for their children while they are attending these classes.

To solve these problems we're going to look to the adult educators for help.

Welfare will be glad to work with you in any way that we can; we can provide the names of the under-educated in the community, and we can make referrals on an individual basis. In addition, Welfare will be happy to work with adult educators in trying to motivate and interest these people. But, we've got to have some ideas on how to do it.

One of the biggest hopes that we have is the Economic Opportunity Act. Welfare has been given responsibility for Title V, which includes work experience and training programs, a mandatory and very integral part of Title V. In Title V we must include adult basic education as part of the programs. This means that when we start to establish a Title V project, we will be looking to adult educators to provide adult basic education and to help us in vocational training as much as possible. Adult educators should remember that Title V can be a resource for funds for adult basic education. Where Title II-B funds have already been allocated and committed, welfare can write into our Title V project the cost of basic adult education. The local adult education administrator should provide Welfare with an estimated budget for such a program. Once we have the program concept, we contract with the local school boards to hire the teachers, set up the curriculum, etc. The school board would then bill the Welfare Department which would pay for the costs. We are able, through Title V funds, to rent the facilities for locating the training centers. We can pay for the cost of child care while these people are in training. We can pay for their transportation to and from the training center.

However, Welfare can't do this on a part-time basis, or one or two nights a week. The program has to be a day-time program, because of the child care problem. There are no child care centers open at night. Also, we are expected to carry on the program on a full-time basis.

The Welfare Department has set up, as you know, a Title V project in Tampa; one has been written for Miami, and one is being written in St. Petersburg. Welfare hopes to move as rapidly as possible into other areas of the State. Where adult educators are interested in getting a Title V project, they are urged to contact their local Welfare Department.

Mr. Dana Leitch, Florida State Employment Service: I'm in the State Office of the Florida State Employment Service and I'm glad to have the opportunity to come here this morning and talk to people in adult basic education. I think our paths are converging pretty rapidly and that we will be seeing a lot more of each other.

The Employment Service, as you may know, has offices in most of the major towns and cities of Florida, 33 cities to be exact. We also have itinerant points, offices which Employment Service people maintain in smaller communities on a regular part-time schedule, once a week or twice a week.

Unemployment has dropped to the lowest level in a good many years, as you know. Actually, unemployment rates for adults in the United States today is only about 3½%, the lowest it has been since 1957. However, the unemployment rate for youth is about 13%; these are out-of-school youths who are in the labor market. In Employment Service figures we don't count an individual as unemployed if he is not in the labor market. In recent years, therefore, we have been putting maximum emphasis on employment services to youth.

As you may well expect, unemployed adults today have a serious problem; either they live where there is no job opportunity; or they are uneducated and unable to hold a job; or they have a personality problem which interferes with their employment. There may be other reasons, but I would say these latter are the primary reasons.

A person's race renders him unable to obtain the type of work he is prepared for in some cases; for this reason, the Employment Service is working increasingly with the disadvantaged youth, particularly the Negro youth. One of the means that we employ with both youth and adults is the Manpower Development and Training Act, MDTA. Last year in Florida we trained between 4,000 and 4,500 youth and adults under the Manpower Development and Training Act. In our youth programs we offered basic education or remedial education as a part of each of those projects; the boys all spent two hours a day on basic education, communications skills, mathematics and other education pursuits.

We are just getting into something that we haven't been in before in Manpower Development and Training work, the requirement that the adult project also have basic education as a part of the project. At present in Florida we do not have adult projects which include adult basic education, but we have a group of such projects being considered for approval. A second Federal project which involves adult basic education is the Neighborhood Youth Corps, New York City. These out-of-school neighborhood youth projects require, as you probably know, that these youths take six hours of basic education.

One phase of our program which will require the cooperation of adult educators is the establishment of youth opportunity centers. In Florida four centers are operating -- in Miami, Tampa, St. Petersburg and Jacksonville. These will be enlarged, and others will be established in Orlando, Pensacola, Ft. Lauderdale and West Palm Beach. These centers will differ from our regular employment service office because the Youth Opportunity Center is going to be based largely on improving the employability of youth.

What do they need? Many of them need vocational training -- many of them need basic education -- a very large number of them need training in how to get and how to hold a job.

The Youth Opportunity Centers will concentrate on a referral to vocational training, referral to further education, referral to Neighborhood Youth Corps, referral to Job Corps, employment counseling, personal counseling, "charm school" treatment, group counseling, all of the things that contribute to the employability of the youth.

In conclusion, let me say that we come in contact with many under-educated people. If you will contact the local office of the Employment Service in your area you will get in contact with many people who need basic education to get a job. Last year we placed, in Florida, about 250,000 people in jobs. I would say there are another 250,000 whom we contacted who said we did not place them in jobs. Many of these latter just did not meet employer requirements for any jobs that we had available. Yes, adult basic educators and the Employment Service have a job to do!

Dr. C. G. Blitch, Director, Leon County Health Department: We carry on education in our work in the Health Department. We start before the people are born and we work with them into the grave. So we are trying to educate all the time. For example, -- and I am reading a document entitled, "Reaching Hard-to-Reach Families" -- "In recent years families who failed to use available help and welfare services, in spite of their great need for them, have come to be known more for un-reach rather than hard to reach. As professional health and welfare workers have reached out to these people, they have found many families willing to respond to their help. It has been suggested that public health nurses and social case workers, those most closely involved with working with the lower socio-economic classes, often lack understanding of the differences between themselves and the people to whom they make their services available. Most of the welfare and health people are individuals from the middle class who may have a distorted picture of the lower socio-economic class.

One of the important differences is the way in which these two classes approach a problem. The middle class will generally attack a problem with initiative, while the lower class seems to be resigned; the lower class blame fate for "bad luck." Broken clinic appointments, seeming apathy about the health and welfare of the children, and lack of cooperation with agency workers appear to be natural responses of these parents in their fight for mere existence amid malignant social and economic conditions. The "unreached" often express hostility toward persons of authority, possibly because they have come to expect criticism or unrealistic demands from these persons. In this country where many cultures exist, health programs -- to be effective -- must be translated into individual and cultural terms. For example, it is important to know that persons from Southern Italy regard children as such an integral part of the family life that they are expected to rise and sleep on the schedule of their elders and to be included in all family events. Therefore, it is not reasonable to expect these families to conform to the general idea that it is healthy for children to go to bed some hours before the adults. Frequently health instruction given in prenatal clinics can cause confusion,if not resistence. Those social workers on the intensive case work, such as the "unreached," have been surprised to find many strengths in these families, particularly in the area of child care. One study of the rehabilitation potential of such families showed that, although they had problems in many areas, they gave their children good care.

To better understand the health attitudes and practices of low-income families, Howard University conducted a three-year study in Washington. The findings and conclusions have implications for all health workers, particularly with respect to planning programs for these families. The responses of both Negro and white families strongly suggest that in a low-income area, variations exist among families in the same race, not only in regard to income but also in the range of health knowledge, health habits, health attitudes, and utilization of health services.

To appeal to the range of interests of people in these areas, multi-faceted programs must be developed. According to the authors of the Howard Study, health education, to be effective, must be brought to areas where low-income groups live, and must be identifiable; and the consumer and dispenser must stand on common ground. The Study suggests the possibility of using professionally supervised practical health educators who come from the same environment as the families being served, who talk their language, who are well acquainted with the low-income leaders, and who can thus better communicate with them and motivate them toward better health habits. All public health agencies need to show a great deal more imagination today in getting their message across to the public that needs it most."

Mrs. Mamie Daughtry, Co-operative Extension: I'd like to tell you how much I appreciate this morning's visit with you, and this opportunity to represent my organization. We have specialists at the University of Florida who are willing to help with the adult basic education program. We can help in many ways. We have trained home economists who have been able, in some counties, to re-write educational and nutritional materials for adults. In urban renewal development projects under the Economic Opportunity Act the Cooperative Extension's dedicated workers on our staff can help inspire under-educated youth in the same way that we have inspired the farm youth of the nation in the past.

Perhaps we can help teach the under-privileged people in the adult basic education classes how to make and wear their clothes, and also help in several other areas of personal improvement and personal development.

Perhaps we cannot do this on an individual basis, but we can train leaders who can.

In writing up projects and in working with Title V, if there is any way that the University of Florida, through the Cooperative Extension Service, can help in some of the rural counties, please call on us.

BRAINSTORMING: HOW TO IDENTIFY, APPROACH, AND INVOLVE THE UNDER-EDUCATED

Group I Report:

How do we approach the individual the first time? We felt that we should demonstrate sincerity, and we should show concern and empathy.

To identify the under-educated the following sources are suggested: migrant workers, VISTA, Cuban refugees, retired workers, neighborhoods, housing projects, community action projects, clubs of all types, civic and women's and men's clubs, churches, employment agencies, draft boards, unions, civic organizations, businesses, factories, law enforcement agencies, the courts, banks, doctors, finance companies, rental agencies, community leaders, schools, convict camps, PTA, county voting registrar, YMCA, YWCA, NAACP, CORE, courts, visiting nurses, home demonstration agents, county agents, students themselves, places of employment, door-to-door contacts by individuals, political subdivisions, precinct workers, post-offices, hospitals, farm housing authorities, or public housing authorities, Red Cross, Community Action Program Committees, and others.

In the actual identification of the under-educated individual we felt that the following traits might be indicative: personal appearance, personal address, hostility, insecurity, shyness, poor self-concept, depressed, discouraged, suspicious, apprehensive, and exhibiting language difficulty.

In approaching the under-educated we feel the following should be used: select people from their peer groups to approach them, door-to-door canvas, television, radio, and telephone campaigns, VISTA personnel, employers. The individual approach must be used by teachers, coordinators, and administrators; these people incidentally, must have a sincere interest in people.

Group II Report:

Our group took a three-pronged approach to the question: (1) how to identify the under-educated, (2) how to approach them, and (3) how to involve them.

We decided this -- how to identify the under-educated: through employment agencies, housing authorities, schools, welfare lists, state and local agencies, through employers, each other, hospitals, and community clubs; through civic organizations, by individual referral; through recreation personnel or agents; through churches, ministers, voter lists, and Headstart data; through neighborhood meetings, and through Youth Corps programs; through children in the school, through VISTA workers; through volunteers; through vocational rehabilitation and other agencies; through county health, and legal aid societies; through the tax assessor.

We received a suggestion that we thought had merit: have these agencies draw the areas of highest incidence of under-educated on a county map.

On the Question of how to approach the under-educated? -- We feel you should use the radio, newspaper, parent-teacher association, bulk mailing, personal contacts, flyers and brochures, churches and ministers, word-of-mouth, welfare agencies, club projects, civic projects, employment agencies and employers, juvenile court and all related law enforcement agencies, teachers, labor unions, Salvation Army, and other missions, migrant contractors, immigration offices and authorities, Community Action Program and its personnel, home demonstration agents, recreation agents, and the Florida State Employment Service.

What can be done to involve these persons? (1) We feel the first thing to do is get to know the person. (2) Develop creative experiences within the classroom; and develop an advisory committee consisting of the members of the group. (3) Survey and find out what their desires are, what their experiences have been. In doing this and calling these meetings, call them in the neighborhood or small conveniently located areas. (4) Provide within your "ongoing" groups -- social activities. (5) Capitalize on employer interest and up-grading and encourage them to participate in the program. (6) Provide for instructive and positive daily evidence of progress. (7) Make certain that the topics in the class and in the curriculum should be based upon what they want to know -- their goals. (8) Have the atmosphere or the environment in which they will meet as comfortable and as conveniently located as possible; provide some means of over-seeing the children who will come with them. (9) Provide for and insure a personal interest in the progress of each person. (10) Provide information where they can go and where they are, and finally, (11) Provide for a democratic example by getting them involved in civic experiences.

Group III Report

Group III followed the same procedures as Groups I and II in their approach to this problem. I have drawn lines through many of the repetitive things, and I will read only Group III items which have not previously been mentioned. To identify the under-educated:

we suggest the grocery store, the landlord's legal forms, such as rental leases, the census data to find prime target areas for recruitment, student carry-home forms -- followed up by personal contacts. *To approach* the under-educated, engage teachers for in-service training for door-to-door approach; use public and private agencies; use the propaganda techniques, sound trucks, the telephone; go to the business men and see if you can encourage them to require employee attendance in class; work with the employer in this way to encourage the student to come to class; provide free materials.

How do we involve the students in the class? Involve them through preliminary conversations, as to where and when they would like to go to school. Hire a student as a janitor, or offer employment to some of the students; make the student responsible for the comforts of the class, such as coffee, a fan,spray for mosquitos, fly swatters, or whatever. Make the students responsible for helping other students in the class who are having trouble with their work. Make the students responsible for the care of equipment, especially the student who has had training in his church in running the projector or some other equipment. Let *them* organize class procedures; have them write for a newspaper. Encourage the editor of the Community newspaper to set up a special section or one column of his newspaper, devoted to, and written at the second or third grade level about people in the community. "Ditto" a news-letter; take pictures or have the students take pictures in class -- either movies or still.

In other words, in almost everything, make the student responsible --

let them select materials, speakers, trips they'd like to take and so on. Let them bring in materials to use, such as the school bulletins that their children have brought home, magazines, words or articles that were in the paper, ads or handbills they picked up. Then, too, the teacher should have a concern in or interest for the student's interests and joys; in other words, develop a listening post at school where the student can go and "have his say."

Group IV Report

We listed 50-odd items, but there are only three or four that have not already been mentioned by the preceeding groups.

To help us in identifying and involving the illiterate and under-educated adults in our program we suggest, in addition to those sources already mentioned, managers of hotels and motels. We suggest also that administrators of Adult Basic Education programs might designate "Block Chairmen" for use in their recruiting drive. Welcome Wagons, and distributors of surplus foods may also help.

BRAINSTORMING: "How to Identify, Approach, and Involve the Under-educated"

SUMMARY OF BRAINSTORMING RESULTS

Identification of the Adult Illiterate and Under-educated involves two aspects:

1. Identification through groups and other individuals.
2. Identification through personal observation.

A List of Groups

Migrant workers
Vista
Cuban Refugees
Retired Workers
Neighborhoods
Housing Projects
Community Action Projects
Clubs (All kinds)
Churches
Employment Agency
Draft Board
Unions
Civic Organizations
Factories
School Files
Convict Camps
P.T.A.
Home Demonstration Agents
Visiting Agents and Nurses
Juvenile Court
Students
CORE
Places of Poor Employment
City Employees
Hospitals
Public or Farm Housing Authorities
Red Cross
Law Enforcement
Drug Stores
Banks
Doctors and Nurses
Finance Companies
Surveys
Rental Agencies
Community Leaders
Registrar
YMCA and YWCA
NAACP
Block Contacts
Political Leagues
Precinct Workers
Utilize Welfare and related agencies

Things We Can See and Identify

Personal appearance
Poor dress
Hostility
Insecurity
Shyness
Slums
Poor self concept
Depression
Easy discouragement
Suspicion
Apprehension
Language difficulty
Manner of speech

BRAINSTORMING

Suggestions for Involvement of the Under-educated:

1. Utilize home meeting places.
2. Higher level students may be involved to help lower level students.
3. Have students learn practical democratic procedures by organizing and serving on advisory committee -- with rotating duties and chairman.
4. Contact absentees.
5. Provide clerical assistants and teacher aides
6. Use neighborhood and community teachers to support the program.
7. Include field trips planned by group.
8. Establish study groups for service outside classtime.
9. Get to know individual student -- show a personal interest.
10. Schedule classes in convenient locations with comfortable facilities.
11. Provide practical, directly usable classroom curriculum. Class topics related to individuals goals.
12. Provide for social needs -- maybe refreshments committee.
13. Capitalize on employers interest in upgrading employees.
14. Provide evidence of daily progress for sustained motivation.
15. Encourage class self evaluation of progress and methods.
16. Provide for assemblies utilizing film forums, talks and cultural enrichment programs.
17. Utilize photography -- show progress by films or pictures.
18. Bring in materials, books, magazines, newspapers to reinforce students efforts to learn and grow.
19. Provide on-going guidance and guidance services.
20. Class newsletter.

Suggested ways of approaching the under-educated adult are through:

1. Best teacher's class recruits another
2. Business and industrial leaders
3. Churches
4. Clubs (project recruiting)
5. Community leaders
6. Door-to-door
7. Labor unions
8. Letters and pamphlets
9. Mailing (bulk)
10. Migrant contractors
11. News media
12. Parole officers
13. Personal contact
14. Posters
15. Propaganda techniques
16. P.T.A.
17. Public housing rental forms
18. Public and private agencies
19. Schools and teachers (active and retired)
20. Sound truck
21. Survey
22. Telephone
23. VISTA workers
24. Word of mouth
25. Appointed (or employed) block or neighborhood chairmen

THE CONCEPT OF COMMUNITY ACTION: ITS IMPLICATIONS FOR ADULT BASIC EDUCATION

Dr. Harry A. Green, Deputy Director
Division of Economic Opportunities
Office of the Governor
Tallahassee, Florida

Gentlemen (and ladies), I welcome this opportunity to meet with you today to discuss this timely topic. I must say though that I feel "I'm bringing coals to Newcastle." Most of you have been involved with community action programs for some time. However, I believe that in the context of the Economic Opportunity Act we are discussing a new approach to action which I shall be discussing later.

Furthermore, I believe I bring to this discussion a two-dimensional perspective that is different from your own. First, I bring the perspective of the political scientist to an analysis of a new governmental program that is repleat with politics, controversy, ideological differences, program conflict, organizational competition and perhaps most important, human conflict.

Secondly, I bring to this discussion the perspective of a person who has worked in program development from the state level cooperating with federal agencies, state agencies and local communities. Not only have I worked with communities committed to community action but I have done missionary work in communities with strong resistence to any such programs.

At the outset we are faced with a definitional problem. What is a community?

The word community connotes an affinity of interests among human beings living in close proximity and subject to similar laws and environmental conditions. Historically, the word community has related primarily to hamlets, villages and cities and even city-states. We have expanded the concept to include counties and metropolitan areas.

According to the Office of Economic Opportunity, a community may be a neighborhood in a metropolitan area or an unincorporated place in a rural county. More commonly, though, it means a city, a county, a multi-city region, a multi-county region, a state, or parts of several states. Furthermore, within a state, it is possible (although we have no such example in Florida) to structure parts of several counties into a regional community. The usual pattern of program development for "communities" follows the lines of existing general political jurisdiction.

Our second definition problem is: "What is community action?" This is a particularly difficult task inasmuch as we are dealing with an innovative national program in a federalistic republic and we cannot accurately define this term without the perspective of historical analysis.

The Economic Opportunity Act is concerned with the elimination of poverty in the United States. But human concern with poverty is anything but a modern phenomenon. Poverty has been a characteristic of human civilization that has been demonstrated and documented empirically in virtually every century of recorded history. Only with the advent of modern industrialism, however, have we possessed the productive capability to eliminate poverty.

And this economic munificence largely has been restricted to Western European and North American nations.

As a consequence of economic munificience and virtually unlimited productive capacity, an increasing concern of private organizations and local government for economic deprivation was manifested during the 19th century. Immediately prior to the Civil War (1857-1859) a severe economic depression ushered in, for the first time, unemployment relief sponsored and funded by city governments.

It was a long time, however, before public relief was accepted as a permanent solution to unemployment and poverty. And even though it has been accepted today, our attitudes still correlate individual worth with employment and economic productivity.

In the late 19th and early 20th Centuries, social welfare and governmental reform groups began to focus attention on American poverty and the underlying social and economic conditions contributing to them. Strong opposition continued to exist to public relief and social insurance systems -- even among the reformers. The Puritan ethic continued to dominate our thoughts.

The forerunner to community action in the United States can be found in this reform movement which extended into the period of the Wilson administration.

An important point to keep in mind is that the United States has long possessed the economic wealth to eliminate poverty -- the problem has been to find politically and socially acceptable methodology. In economic terms, the abolition of poverty is no longer a production problem but rather a distribution problem.

Writing in 1914, Professor Jacob Hollander of Johns Hopkins University said: "Like preventable disease, economic want persists as a social ill only because men do not desire sufficiently that it shall cease. There is still much mumbling of old common places, and it has seemed worth while to emphasize anew this definite corollary of modern political economy, that the essential causes of poverty are determinable and its considerable presence unnecessary."

One-half century later, Congress made the following policy declaration: "It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity."

Prior to the Great Depression, the solution to poverty and short-term unemployment was basically private charity, supplemented by municipal programs of poor relief and in a few cases by state programs. The first Old-Age Assistance programs were established by the Territory of Alaska in 1915 and Montana and Nevada in 1923. Thus it was a matter of strict local responsibility.

As we all know, this was irrevocably changed during the New Deal of the 1930's. Even so, all of our social insurance programs were established on a federal-state basis thus perserving, but slightly modifying, our traditional federal government. But as one writer has said, all of these programs exhibited a "kind of progressive paternalism towards the poor in which Roosevelt represented the kindly father figure" (Paul Jacobs).

In 1939, the prototype of community action developed in the form of the *Back of the Yards Movement* in Chicago. The principal objectives of the *Back of the Yards Movement* was: (1) to stimulate immediate action programs to benefit the poor and (2) to emphasize maximum participation in decision making by members of the community. In this respect it resembles the classical model of democracy in ancient Greece with one essential difference -- *it was based on conflict not consensus*!

In 1964, Congress passed the Economic Opportunity Act. This was omnibus legislation that encompassed several proposed programs initially introduced as separate bills. However, political strategy compelled an umbrella to be known as the anti-poverty program. Under this umbrella were placed programs for high-school drop-outs, college students, adult basic education, work experience (sponsored by welfare agencies) and of course community action programs.

Congress defined a community action program as a program: (1) which mobilizes and utilizes resources, public or private, of any urban or rural, or combined urban and rural, geographical area (referred to in this part as a "community"), including but not limited to a State, metropolitan area, county, city, town, multicity unit, or multi-county unit in an attack on poverty;

(2) which provides services, assistance, and other activities of sufficient scope and size to give promise of progress

toward elimination of poverty or a cause or causes of poverty through developing employment opportunities, improving human performance, motivation, and productivity, or bettering the conditions under which people live, learn, and work;

(3) which is developed, conducted, and administered with the maximum feasible participation of residents of the areas and members of the groups served; and

(4) which is conducted, administered, or coordinated by a public or private nonprofit agency (other than a political party), or a combination thereof.

Purpose of Community Action Programs

The purpose of community action programs "is to help urban and rural communities to mobilize their resources to combat poverty." Because of great differentiation among community needs and resources, the Office of Economic Opportunity is committed to granting considerable latitude in program development.

Furthermore, another important objective of community action programs is the involvement of the poor themselves in planning, policy-making, and operation of the program. This is a rather remarkable requirement for a federal program for two reasons: (1) it deviates significantly from traditional patterns of administering social welfare programs from the top down and (2) it requires that the unorganized and politically inarticulate be given positions of equal (and sometimes greater) status than professional and civic leaders.

Relative to my first observation, virtually all past and existing federal programs are administered through state agencies. For instance, Title II-B, Adult Basic Education -- and the new Elementary and Secondary Education Act are administered through the State Department of Education and Title V -- Work-Experience -- is administered through the State Department of Public Welfare. However, community action programs are administered by eligible local agencies in direct contact with the Office of Economic Opportunity.

There is, of course, precedent for direct program relations between the national and local governments but only after enabling legislation has been passed by state legislatures permitting it. An example of this type of program is urban renewal, but in Florida, such proposals are subject to local referenda.

The uniqueness of this direct relationship between the Office of Economic Opportunity and communities is that community action agencies are really extra-legal, extra-constitutional in our traditional context of federal government. This phenomenon is simply explained by the fact that such agencies are neither "fish nor fowl" -- that is, they are operationally neither public nor private but a hybrid organization. Moreover, if participation by any general governmental unit was ever challenged in the courts, it seems probable that the degree of participation, either active or financial, can be justified under the police power of local governments.

A second unique feature of Title II-A, Community Action

Programs, is the requirement concerning the involvement of the poor. In actuality, this is a program designed to encourage non-violent social change and exclude from participation any community that will not accept such change. Furthermore, by permitting minority groups to organize and file projects, under certain conditions, without a community action agency, this legislation prods the "power structure" or "power order" to take a positive position relative to the program. In a word, the community action program idea is based on a conflict model which resembles the Back of the Yards Movement.

This conflict model is based on theories that view conflict "as a primary pattern of human interaction" which leads to resolution under conditions quite different than existed prior to the conflict. This does not necessarily mean a community consensus; and quite the contrary may be no more than a temporary accomodation of interests which eventually will renew conflict on a different basis.

One reason for sustained attacks on the anti-poverty program is precisely because of community conflict. Community action has been variously described as a "social revolution" and a "training program for subversives." Naturally, the resistence is strenuous because traditional values and social status are being challenged. If in fact we do not have class distinction in the United States, we certainly have differentiation by social stratification. And it seems very probable that those persons experiencing status - deprivation, and sensing inferiority, will seek to change their status. Community action is a peaceable way to accomplish this objective.

Thus once again, we are confronted with the fact that the abolition of poverty is not greatly hindered by economic insufficiency but rather by political and social realities.

Community Action Programs

Now let us examine the eligibility and organizational structure of applicants for funds under the Economic Opportunity Act.

To be eligible an applicant agency must have:

(1) the authority to enter into contracts with and to receive grants from the federal government.

(2) the ability to mobilize the community's public and private resources in a comprehensive, coordinated attack on poverty.

(3) a commitment to enlist the participation of residents from target areas and target groups in the development, conduct and administration of the proposed program and in policy decisions.

(4) adequate provision for participation in policy making by the major agencies and institutions in the community, both public and private, which have a prior concern with poverty.

(5) the capacity to utilize efficiently and expeditiously the assistance for which the application is made.

One _and_ _five_ of these requirements are related primarily to efficiency and generally are not troublesome. However, _two_, _three_ and _four_ are innovative and usually provide the basis for considerable conflict and controversy.

Mobilization _of_ _Resources_. One of the most unique features of community action is that it is designed to provide an organizational structure that will permit a comprehensive analysis of social service needs. The traditional pattern exhibits the existence of single-purpose agencies generally unrelated and uncoordinated. Thus, perhaps for the first time in community development and organization, a local agency is created through which citizen understanding of complex programs can be achieved and coordination rather than fragmentation accomplished. However, the existence of optimal organization does not necessarily insure that such programmatic coordination will occur.

In order to mobilize effectively all community resources, the Office of Economic Opportunity requires that the organizational structure of the community action agency be designed to insure coordination among the following:

(a) _the educational system_ - which includes all agencies providing educational services and which support education including libraries;

(b) _the employment system_ - which includes the State Employment Service, labor unions, employers and special agencies concerned with training and placement;

(c) _the family welfare system_ - which includes all agencies in the community -- including the public welfare department -- that seek to improve and strengthen family life;

(d) the health service system - which includes all agencies concerned with the health of local citizens;

(e) the housing system - including local public housing authorities, urban renewal authorities, enforcement agencies concerned with housing, building and sanitation codes;

(f) the economic development system - including all agencies concerned with economic growth and job expansion;

(g) the consumer information and credit system - including banks, credit unions, consumer cooperatives, better business bureaus and consumer education groups;

(h) the legal services system - legal aid societies, public defenders, and public and private groups concerned with the protection of individuals legal rights;

On the basis of my limited experience and the limited knowledge I possess of community action agencies around the nation, I would say that few have been able to achieve this formidable task. Built into this requirement is the conflict of local bureaucracy. With the design and objective of bringing program interaction to communities, one of the first steps is to seek cooperation among the largely autonomous agencies. This inevitably will create organizational conflict as each agency seeks to redefine its role in the community and particularly in relation to the new community action agency. And frankly, I believe that this is a healthy type of conflict.

Resident participation. Perhaps the most controversial feature of the Economic Opportunity Act is the requirement that community action programs be developed, conducted and administered with the maximum feasible participation of residents of "target" areas and "target" population groups. The Office of Economic

Opportunity suggests a minimum of four ways to accomplish this:

(a) representation on the policy-making body and advisory boards and committees

(b) the creation of neighborhood planning committees to work with the professional staff to develop projects

(c) the development of a quasi-judicial procedure through which individuals and groups can protest the conduct of the community action program

(d) the employment "to the maximum extent feasible" of poor people to serve in jobs created by the community action program itself.

In addition, the Office of Economic Opportunity encourages the community to be imaginative and inventive in establishing other procedures for participation by the poor.

It is evident why this is controversial. For the first time in our history we have embarked upon a program to involve in local decision-making the minority that has been always dispossessed politically, economically, and socially. This is a sharp departure from past programs that have usually been founded upon the premise that our pauperized citizenry is incompetent. Addison Mizner, a famous American architect once remarked: "The poor ye have with ye always -- but they are not invited."

The requirement for involvement constitutes an invitation to the poor to join the rest of society. Controversy ensues in virtually every community action program because this invitation is not uniformly endorsed. In some communities, the position has been taken that the poor may be recipients but they shall not be involved.

The complexion of how political and how bitter the conflict may become is illustrated by the examples of New York, Chicago, and Los Angeles as well as many lesser known communities -- including some in Florida.

Participation in policy-making. One of the crucial review areas of the program action procedure is the organizational structure of the community action agency which must be broadly-based. "A broadly-based, coordinated program should eventually embrace components in all of the major service systems and extend to all of the major concentrations of poverty with the community.

"Furthermore, to be broadly-based, a community action agency must provide ample opportunity for participation in policy-making by the major public and private agencies responsible for services and programs concerned with poverty, other elements in the community as a whole, and the population to be served by the community action program."

Minimum standards for representation are:

(1) one representative of the chief elected officials in the community, the board of education, the public welfare agency, and the major private social service agencies.

(2) representation from labor, business, religious and minority groups.

(3) representation from neighborhoods or areas in which programs will be conducted.

The philosophy of the community action concept is that the basic responsibility for program results, in the elimination of poverty, lies strictly with the local community. It is precisely for this reason that this program constitutes a great challenge to the ability of communities to provide meaningful solutions to difficult problems.

The truth of the matter is that most local governments, like state government, have been remiss in meeting the needs of all their citizens. Community action provides a method through which many financial encumbrances are eliminated while control and decision-making remain matters of local initiative. But community action is not an easy task because it requires local citizens to confront poverty in a unique way, to involve poor people in a meaningful way, and to establish priorities among programs based upon needs.

Community action is unique because it is designed to coalesce fragmentary programs and invoke maximum cooperation directed toward a singular goal -- the abolition of poverty. This effort promotes conflict that in turn brings great stress to bear on the bureaucratic structure, the social structure, the economic structure, and, of course, the political power structure.

"The aim of community action is not merely improvement in the standards of life of the poor but the provision of opportunities to enable poor people to move into the mainstream of American life" (CAP Guide Vol. 1, p. 22).

Despite all I have said about social conflict, social change and the uniqueness of the community action concept, in conclusion I must point out that community action is not revolutionary and will not achieve revolutionary results. However, I am convinced that significant change will occur and that it will be largely beneficial.

RESEARCH AND PILOT PROJECTS

Dr. Curtis Ulmer
State Department of Education

The topic of my address is Research and Pilot Projects. I should like to begin by defining each of these terms. I recognize that each of you may have a different definition which would be more appropriate, but as a beginning, I should like to define pilot projects as imaginative and innovative ways of reaching and/or teaching the adult basic education student. Research is simply the process of testing some theory or principle in adult basic education. I hope to get back to these definitions with some specific illustrations later in this address.

It is significant that Congress recognized the importance of developing new ways of teaching and evaluating adult basic education in the legislation under Title II-B of the Economic Opportunity Act. The first section of the Act reads: "Assist in the establishment of pilot projects by local educational agencies . . . to demonstrate, test or develop modifications, or adaptations in the light of local needs, of special materials or methods for instruction... and acquire additional information concerning the materials or methods needed for an effective program for raising adult basic education skills."

The Florida Department of Education, in terms of long-standing interest and development, recognized this need for research and pilot projects and incorporated provisions for them into the state plan. To implement this need, a job was created in the Adult Education section of the State Department of Education with the title "Consultant for Pilot Projects and Research."

All of you in this institute are actively involved in research. True, it may not be formal research, but the entire institute has been built around problems that are common to all of us. While we are using the results of our experience in adult education, this program, by its very nature is asking fundamental questions of us. These questions are appropriate for research and/or pilot projects. Just a few of the topics that readily come to mind are:

a. Finding teachers who have the necessary skills and personal characteristics.

b. Finding and developing instructional materials adequate to the task.

c. Studying the under-educated adults, their culture, what they are really like.

d. Developing counseling procedures and techniques to deal with the under-educated adult.

e. Where should we teach -- in the community centers or in the classrooms?

f. How and when should we evaluate?

This list is endless. We are limited only by our ability and imagination in implementing this program. I have been gratified in reading the various county plans to find they have not fallen into stereotyped programs. At this time, it would seem a mistake to try to achieve a common program since it is only through new and different approaches that we can learn from each other. There are many questions such as the ones posed above that are appropriate for research and pilot projects. We do not have the answers. This Institute, in a sense, was held to consider the questions, not to give the answers.

I should like to propose questions that I consider urgent. You undoubtedly have others as I have gathered from conversations with you during the Institute. I hope that you will give time to a consideration of questions that you consider important, and either discuss them with us or send them in at a later date.

The area of instructional materials is pressing. Yesterday Dr. Mason said that historically the development of materials parallels the development of a field of study. Instructional materials for the lower grades on an adult level are in short supply. The entrance of the Federal government through the Economic Opportunity Act into the field of adult education has caused a flood of hastily prepared materials. Many of these materials are of poor quality and not adequate for the job before us. Many mechanical devices that are relatively expensive have also flooded the market. From my past experience in teaching adult basic education, I am of the opinion that most of the mechanical devices are only appropriate for individual instruction. I would urge caution before any large expenditure is made for new and untested instructional materials or devices.

A second area that is, perhaps, more important than materials in the long-range program, would be an adequate understanding by the administrator and teacher of the specific learning disabilities of a student. To what extent is there a commonality of learning disabilities? They all begin with the disability of being under-educated. Unfortunately, from this point, we have little understanding of other disabilities. How many have hearing defects, visual defects, manipulative defects, etc.? If the number is as large as some people expect, then it may be that we will have to use evaluative measures early in our programs to uncover these learning disabilities. Perhaps individualized instruction based on a thorough knowledge of the individual is the answer. Could it be that our heavy drop-out rate is tied to a lack of knowledge of the individual?

A third area that comes readily to mind is the sub-cultures that we deal with. We recognize that they are not the same, but do we know enough about each of these sub-cultures to deal with the student? In Florida we have the migrant worker, the Cuban immigrant, the Negro, the slum areas and the rural poverty pockets, all perhaps needing some modifications in approach.

I know that each of you will be asking at this point -- what about funds for such projects? There may be other sources such as local funds, but I will name three sources that occur to me. The State, through Title II-B of the Economic Opportunity Act, has limited funds for research and pilot projects. These funds are available in addition to the funds provided to the county through Title II-B. The Federal government also has funds available for research and pilot projects. Dr. Minnis has offered to review research projects for possible funding through government sources.

A fourth source that seems relatively untapped is cooperative undertakings with groups working under other titles of the Economic Opportunity Act. For instance, the Welfare Department under Title V of the Economic Opportunity Act has four projects planned in Florida; an integral part of each is a program of adult basic education. One of these projects is already under way and the other three are planned for the near future. There is at least one program in the State which has received funds under the Economic Opportunity Act to work with the migrants.

I should like to hurriedly tell you in capsule form about a few projects either under way or in the planning stage in Florida. The Welfare Department referred to earlier, has a work-school program, involving nearly $3,000,000, with a project already under way in Tampa and other projects soon to begin in St. Petersburg, Miami and Ft. Lauderdale. Each program will involve a minimum of 300 mothers with dependent children who are receiving assistance from Welfare. In an effort to help these mothers become self-supporting, the Welfare Department has planned a program whereby they will be involved in class work to raise their educational levels to the point that they can enter employment. It is our task to offer appropriate instruction and provide some vocational experience.

Project Hopeful in Tampa is already under way and it would be an inspiration to you to see how these mothers are responding to the opportunity. They need many skills, in addition to the three R's, and the programs must be devised in such a way that long-term advantages in the areas of homemaking, citizenship and inter-personal relations, to name a few, will accrue to these recipients. Each of these projects can become a testing ground and a yardstick in our efforts to improve the quality of programs for under-educated and culturally deprived adults.

Mrs. Jewell Varnado has developed a research project in Jacksonville whereby materials and teaching methods will be tested in four experimental classes. Duval County plans to use the results of this experiment as a guide to establishing a program of adult basic education. Mrs. Varnado is going to provide the Department of Education with the results of this study and it will be distributed to you when it is completed.

A pilot project is being planned in Pinellas County where a mobile unit will be used as a classroom to reach isolated areas. In addition, this unit will be used in metropolitan slum areas where suitable facilities are not available. Since suitable facilities will be a problem in implementing adult basic education, it may be that the mobile unit will offer a new way to reach the under-educated adult.

There is in the discussion stage a project in which a private reading clinic will test adult basic education students in an effort to isolate specific learning disabilities of each student. The clinic will then undertake to write an individual program for each student in terms of his specific assets and disabilities. This program will then be tested in an actual teaching situation and revisions made as necessary. A testing program will be designed to test the effectiveness of instruction. It is hoped that procedures can be developed that will bring individual teaching closer to reality.

There is also in the discussion stage a plan for a testing program whereby specific learning disabilities may be identified on on a State-wide basis. While we know many things about the adult student, we need to know more about him in terms of specific and/or common disabilities and their implications for the instructional program.

These descriptions of projects and research are over-simplified in the interest of conserving time. Some of them may not materialize, but I thought it important to pass on to you some of the thinking in this area. These ideas will be refined and more specific when they materialize and hopefully they will help all of us in our program planning.

I should like to summarize this part of my address by going back to a point made earlier. We are all involved in research. Better methods and procedures will surely develop as we make progress in our local areas. It is my belief that a program of research and pilot projects will speed this process. It will allow all of us to share, perhaps sooner than we could on our own, if we can develop and carry forward such a program. Florida has been in the forefront of the adult education movement. It has achieved this position by a progressive program, by a favorable State climate for adult education, and by a systematic program of research and development.

In the remaining time, I should like to hear ideas from you that you consider important for research and pilot projects.

LEADERSHIP TRAINING INSTITUTE

PROGRAM

October 18-22, 1965

MONDAY - OCTOBER 18

Topic for the day: What is Adult Basic Education- Its Content, Purposes and Objectives?

8:30 A. M. Registration for Late-comers
Lecture Hall Lobby - Education Building

9:00 A. M. OPENING GENERAL SESSION - Education Lecture Hall

Call to Order - - - - - - - - - - - Dr. S. E. Hand
Invocation - - - - - - - - - - - - Dr. Charles Wellborn
Welcome - - - - - - - - - - - - - - Dean Mode L. Stone
Greetings - - - - - - - - - - - - - Dr. Walter Williams
Conference Plans - - - - - - - - Dr. S. E. Hand

9:30 A. M. Address: What is Adult Basic Education?--Dr. Roy B. Minnis

10:15 A. M. Coffee

10:45 A. M. An Overview of Adult Basic Education in Florida --
Mr James H. Fling

11:15 A. M. Groups Form and Prepare Questions

11:30 A. M. Groups Present Questions for Dr. Minnis and Mr. Fling

12:15 P. M. Adjourn for Lunch

1:30 P. M. SECOND GENERAL SESSION - Home Ec. Conference Room

Afternoon Plans - - - - - - Dr. S. E. Hand

1:35 P. M. Panel: The Tasks for Adult Basic Education, as viewed by:

A Sociologist - - - - - - - Dr. Charles Smith
A Health Worker - - - - - - Mrs. Harriett Brooks
A Minister - - - - - - - - - Dr. Charles Wellborn
A Social Welfare Specialist - - - - - - - - Mrs. Barbara McCubbin
A Vocational Education Specialist - - - - - - - - Dr. Edward K. Hankin
Panel Moderator - - - - - - Mr. Robert E. Palmer

2:45 P. M. Group Interaction with Panel

3:30 P. M. Sub-group Form and Work on Specific Outcomes for Adult Basic Education

5:00 P. M. Adjourn for Dinner

8:45 P. M. THIRD GENERAL SESSION - Home Ec. Conference Room

Call to Order - - - - - - - Dr. S. E. Hand
Sub-groups Report
Discussion and Reconciliation of Reports

9:45 P. M. What We've Heard Today - - - Dr. George Aker

10:00 P. M. Adjourn

TUESDAY - OCTOBER 19

Topic for the day: The Under-Educated Adult

9:00 A. M. FOURTH GENERAL SESSION - Home Ec. Conference Room

Call to Order - - - - - - - - Mr. James H. Fling
Announcements

9:15 A. M. Address: Characteristics of the Under-educated Adult as a Learner - - - -Dr. S. E. Hand

9:45 A. M. Reactor Panel:
Dr. Edwin H. Smith
Dr. Louis H. Meeth
Dr. Travil Northcutt, Jr.
Mr. Robert A. Luke

10:45 A. M. Sub-groups Work on Implications for:

Group I - Teachers and Teaching
(Consultants: Dr. Wayne Schroeder, Dr. Edwin Smith, and Dr. Curtis Ulmer)
Group II- Administrative Services
(Consultants: Mr. James Fling, Dr. Roy Ingham and Mr. Robert Palmer)
Group III-Facilities
(Consultants: Mr. Frank Commander, Dr. George Aker and Mr. A. N. Anderson)
Group IV- Community Agency Relationships
(Consultants: Mr. Robert Luke, Dr. George Davis and Dr. Sam Hand)

11:45 A. M. Adjourn for Lunch

12:00 M. Lunch at the Skyline Restaurant

12:45 P. M. Introduction of Speaker - - Mr. James H. Fling

Address: Adult Basic Education - A New Challenge for the Nation's Schools - - -
Mr. Robert A. Luke

2:00 P. M. Sub-groups Reconvene

3:30 P. M. Sub-groups Report

4:30 P. M. What We've Heard Today - - - -Dr. George Aker and
Dr. Curtis Ulmer

4:45 P. M. Adjourn

Evening:

8:00 P. M. Filmograph: Impact

8:30 P. M. Materials Exhibit and Staff Consultations with Institute Participants

WEDNESDAY - OCTOBER 20

Topic for the day: The Under-Educated Adult - How Do We Identify, Contact, and Involve Him in Adult Basic Education?

9:00 A. M. FIFTH GENERAL SESSION - Home Ec. Conference Room

Call to Order - - - - - - - - Mr. Frank Commander
Overview of the Topic - - - Dr. Curtis Ulmer

9:15 A. M. How We Have Done it Thus Far:
In Manatee County - - - - - Mr. Francis Huffman
In Palm Beach County - - - - Mr. W. Ivey Mack
In Hillsborough County - - - Mr. Manuel Aparicio
In Broward County - - - - - Mr. E. A. Johnson
In Dade County - - - - - - - Mr. Floyd Peters
In a College Project - - - - Dr. Thomas Jackson

10:45 A. M. Panel: How Community Agencies Can Help
Welfare Department - - - - - Mr. Thad Godwin
Employment Service - - - - - Mr. Dana Leitch
Health Department - - - - - -Dr. C. G. Blitch
Cooperative Extension - - - Mrs. Mamie Daughtry
Panel Moderator - - - - - - Mr. D. G. Erwin

11:30 A. M. Group Interaction with Panel

12:00 M. Adjourn for Lunch--Leon-Lafayette Room-Student Center

1:00 P. M. Introduction of Speaker - - -Dr. S. E. Hand

Address: The Community Action Concept- Its Implications for Adult Basic Education--
Dr. Harry A. Green

2:15 P. M. Brainstorming in Sub-Groups - Home Ec Building

Subject: "How to Identify, Approach, and Involve the Under-educated"

3:15 P. M. Sub-group Presentations

4:15 P. M. What We've Heard Today - - - Dr. George Aker and
Dr. Curtis Ulmer

4:30 P. M. Adjourn

Evening:

7:30 P. M. -
9:30 P. M. Demonstration of EDL Materials and Staff Consultations with Participants

THURSDAY - OCTOBER 21

Topic for the Day: How Do we Work With the Undereducated Adult? (How do we Keep Him, Once we Get Him?)

9:00 A. M. SIXTH GENERAL SESSION - Home Ec. Conference Room

Call to Order - - - - - - - Dr. Edwin H. Smith
Orientation to Morning Session - - - - - - - - Dr. Wayne Schroeder

9:15 A. M. Demonstration - Teaching Under-educated Adults

10:00 A. M. Critique

11:00 A. M. Roundtable on General Methods in Adult Basic Education-
Dr. Wayne Schroeder Mr. Robert Palmer
Dr. George Mason Mr. A. N. Anderson
Dr. Edwin H. Smith

11:40 A. M. Group Interaction with Roundtable

12:00 M. Adjourn for lunch

1:30 P. M. SEVENTH GENERAL SESSION - Home Ec. Conference Room

Call to Order - - - - - - - Mr. Frank Commander
Address: Methods and Materials in Teaching Reading to Adults - - - - Dr. Edwin H. Smith

3:00 P. M. Continuation of Reading Methods and Materials

4:15 P. M. Summary - - - - - - - - - - - Dr. Roy Ingham and
Dr. Curtis Ulmer

4:30 P. M. Adjourn

Evening:

7:30 P. M. -
9:30 P. M. Materials Exhibit and Staff Consultations with Participants

FRIDAY - OCTOBER 22

9:00 A. M. EIGHTH GENERAL SESSION - Home Ec. Conference Room

Call to Order- - - - - - - - - - A. N. Anderson

Introduction of Roundtable for Topic I

Roundtable: Dr. Harold Cottingham
Mrs. Margaret Green
Dr. Victor Johnson
Mrs. Olivia Simmons

Topic for Roundtable:

"How Should We Evaluate and Measure Progress of Adult Basic Education Students?"

10:00 A. M. Group Interaction with Roundtable

11:00 A. M. Topic II: Research and Pilot Programs -- Dr. Curtis Ulmer

11:30 A. M. Topic III: What Happens Now (Back Home)--Dr. S. E. Hand

12:00 M. Adjourn

ROSTER OF INSTITUTE PARTICIPANTS

I. PLANNING COMMITTEE

Dr. George F. Aker, Head
Dept. of Adult and Cont. Educ.
Florida State University
Tallahassee, Florida

Mr. Frank Commander,
Assistant State Supervisor
Adult and Veteran Educ.
Tallahassee, Florida

Mr. James H. Fling,
State Supervisor
General Adult Education
State Dept. of Educ.
Tallahassee, Florida

Dr. Sam Hand, Director
Training and Studies
Adult Basic Education
Florida State University
Tallahassee, Florida
(Chairman)

Mr. Robert Palmer,
Consultant for Administration
Adult Basic Education
State Department of Educ.
Tallahassee, Florida

Dr. Wayne L. Schroeder,
Assistant Professor
Dept. of Adult and Cont. Educ.
Florida State University
Tallahassee, Florida

Dr. Edwin H. Smith,
Director of Reading Clinic
Florida State University
Tallahassee, Florida

Dr. Curtis Ulmer,
Consultant for Administration
Adult Basic Education
State Dept. of Education
Tallahassee, Florida

II. GUEST SPEAKERS AND CONSULTANTS

Dr. C. G. Blitch,
Public Health Officer
Leon County
Tallahassee, Florida

Mrs. Harriett Brooks,
Supervising Public Health Nurse
Tallahassee, Florida

Mr. Floyd T. Christian
State Superintendent of Public
Instruction
State Dept. of Education
Tallahassee, Florida

Dr. Harold Cottingham, Head
and Prof. of Guidance & Couns.
Florida State University
Tallahassee, Florida

Mrs. Mamie Daughtry,
Home Economist
Cooperative Extension Service
Tallahassee, Florida

Dr. Harry A. Green, Deputy Dir.
Div. of Economic Opportunity
Office of the Governor
Tallahassee, Florida

Mrs. Margaret Green,
Reading Specialist
Adult Education Programs
Daytona Beach, Florida

Mr. Thad Godwin,
Supervisor of Special Programs
State Department of Public Welfare
Jacksonville, Florida

(Guest Speakers and Consultants - Continued)

Dr. Edward K. Hankin
Professor of Vocational Educ.
Florida State University
Tallahassee, Florida

Mr. Dana Leitch
Chief of Programs and Methods
Florida State Employment Service
Tallahassee, Florida

Mr. Robert A. Luke
Executive Secretary NAPSAE and
Director of Div. of Adult Education
Services NEA
Washington, D. C.

Mrs. Barbara McCubbin
State Department of Public Welfare
Jacksonville, Florida

Dr. George Mason, Head
Department of Elementary Educ.
Florida State University
Tallahassee, Florida

Dr. Roy B. Minnis, Chief
Adult Basic Education Section
U. S. Office of Education
Washington, D. C.

Dr. Travis J. Northcutt, Jr.,
Assistant Professor
Institute of Social Research
Florida State University

Mrs. Olivia Simmons
Reading Specialist
Adult Education Programs
Crestview, Florida

Dr. Charles Smith
Professor of Sociology
Florida A & M University
Tallahassee, Florida

Dr. Mode L. Stone, Dean
School of Education
Florida State University
Tallahassee, Florida

Dr. Charles Wellborn
Chaplain
Florida State University
Tallahassee, Florida

Dr. Walter R. Williams, Jr.,
Dir., Division of Vocational,
Technical, and Adult Educ.
State Department of Educ.
Tallahassee, Florida

III. STATE DEPARTMENT OF EDUCATION STAFF

Mr. A. N. Anderson
Area Supervisor
Adult and Veteran Education
St. Augustine, Florida

Dr. George S. Davis, Jr.
Coordinator
Civil Defense Adult Education
Tallahassee, Florida

Mr. Calvin Winter
Curriculum Specialist
Adult Education
Tallahassee, Florida

Mr. Peter B. Wright, Jr.
Area Supervisor
Adult and Veteran Education
Tallahassee, Florida

Mr. Rex Wright
Consultant, Civil Defense
Adult Education
Tallahassee, Florida

IV. LOCAL ADULT BASIC EDUCATION LEADERS

Mr. Manuel Aparacio
Project Supervisor
Hillsborough County
Tampa, Florida

Mr. H. F. Ayers, Supervisor
Gulf County Adult Institute
Port St. Joe, Florida

Mr. C. A. Bellum, Director
Vocational and Adult Education
Sarasota County
Sarasota, Florida

Mr. Lou L. Bethea, Supervisor
Adult and Vocational Education
Lake County
Tavares, Florida

Mr. Phillip Bliss
Coordinator for ABE
Leon County
Tallahassee, Florida

Mr. Kelly V. Brock, Dir.
Adult Education
Washington County
Chipley, Florida

Miss Menton Brown
Coordinator for ABE
Lake County
Tavares, Florida

Mr. Don Cammaratta, Supervisor
Adult and Veteran Education
Hillsborough County
Tampa, Florida

Dr. John Cropp
Director of Instruction
Sarasota County
Sarasota, Florida

Mr. Robert D'Angio
Coordinator for ABE
Palm Beach County
West Palm Beach, Florida

Mr. H. D. Elmore, Coordinator
Vocational and Adult Education
Okaloosa County
Crestview, Florida

Mr. Leroy Floyd
Coordinator for ABE
St. Lucie County
Fort Pierce, Florida

Mr. L. H. Gibson
Prog. Dir. for Adult Educ.
Bradford County
Starke, Florida

Mr. Donald L. Granger, Dir.
Adult Educ.
St. Lucie County
Fort Pierce, Florida

Mrs. Betty Grimm
Coordinator for ABE
Hillsborough County
Tampa, Florida

Mrs. Bernice Hopkins
Coordinator for ABE
Bradford County
Starke, Florida

Mr. E. B. Horton
Dir. of Adult Educ.
Martin County
Stuart, Florida

Mr. Francis Huffman
Coordinator for ABE
Manatee County
Bradenton, Florida

Mr. Edwin A. Johnson
Coordinator for ABE
Broward County Schools
Ft. Lauderdale, Florida

Mr. Wyman Jones, Dir.
Adult Educ., Santa Rosa Cty.
Milton, Florida

(Local Adult Basic Education Leaders)

Mr. Bob Law
Coordinator for ABE
Okaloosa County
Crestview, Florida

Mr. John Lockman, Principal
Mid-Florida Technical Inst.
Orange County
Orlando, Florida

Mr. Don Lynn
Coordinator for ABE
Santa Rosa County
Milton, Florida

Phillip J. Gearing, Supervisor
Adult and Veteran Educ.
Duval County
Jacksonville, Florida

Mr. W. Ivey Mack
Teacher Coordinator
Palm Beach County
West Palm Beach, Florida

Dr. Louis H. Meeth, Jr.
Supervisor of Adult Education
Pinellas County
St. Petersburg, Fla.

Mr. Wayne Millard, Chairman
Adult Education Division
Marion County
Ocala, Florida

Mr. Charles Munch
Coordinator for ABE
Martin County
Stuart, Florida

Mr. Chalmers Murray
Supervisor of Adult Educ.
Broward County
Ft. Lauderdale, Florida

Mr. Thomas Murray
Coordinator III for ABE
Dade County
Miami, Florida

Mrs. Helen McIntyre
Coordinator for ABE
Pinellas County
St. Petersburg, Florida

Mr. Floyd Peters, Director
General Adult Education
Dade County
Miami, Florida

Mr. Paul L. Phillips, Dir.
Adult and Veteran Educ.
Palm Beach County
West Palm Beach, Fla.

Mr. Marcus Rankin
Dir. of Adult Educ.
Volusia County
Daytona Beach, Florida

Mr. J. A. Rishell
Coordinator for ABE
Volusia County
Daytona Beach, Florida

Mr. Dick Rhodes
Coordinator II for ABE
Dade County
Miami, Florida

Mr. Bernard Smith
Volusia County
Daytona Beach, Fla.

Mr. W. D. Sweet, Duval Cty.
Jacksonville, Florida

Mr. Ralph Upton, Ass't. Dir.
Vocational and Adult Educ.
Leon Cty., Tallahassee, Fla.

Mr. J. L. Walker, Chairman
Adult and Vocational Educ.
Martin Cty., Ocala, Fla.

Mr. Don Williams
Coordinator I for ABE
Dade County
Miami, Florida

V. FLORIDA STATE UNIVERSITY GRADUATE STUDENT ASSISTANTS

Adult and Continuing Education

M. D. Dutton
William Puder
Donald F. Seaman
Jack Yarian

Reading Clinic

Wanda Cook
Bill Donaldson
Bob Geeslin
Carol Geeslin
Nancy Geiger
Margaret Morrow
Howard Stayman
Betty Willmon
Michele Zachlod
Elizabeth Zemmels

ERIC Clearinghouse
MAY 13 1968
on Adult Education